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Amanda Leigh Mills

The College at Brockport, amill6@u.brockport.edu

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Changes in Society: The Increasing Diversity in Society Results in an Increasingly Diverse ELA
Classroom and the Increasing Need for Inclusion in ELA

By
Amanda Mills

A project submitted to:
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Chapter I: Introduction

Problem Statement: As our society becomes more diverse, English Language Arts teachers must develop a more inclusive environment by providing accommodations for diverse learners while teaching students about diversity and inclusion.

Society and education are connected and affected by one another. Due to this, society becoming more diverse directly affects education since it will become more diverse with its students. As this is occurring, ELA teachers have the ability to adapt and encourage diversity and inclusion in their own classroom with their students. For ELA teachers, this can be done with their diverse learners by providing them accommodations in order for these students to have the ability to learn. As these accommodations are made, students should also be learning about diversity and inclusion, since this is pertinent to their lives.

Students are living in a very diverse society and continue to experience this diversity in their school as well. Due to this, ELA teachers should be providing their students an education that is reflective of the diversity around them which can create an inclusive environment and promote inclusion with the students. ELA teachers providing an education and learning space for their diverse learners may affect society as well. If students learn about diversity and inclusion in the classroom, then they can become a generation that is accepting and promoting inclusion in society so that everyone can be accepted and included as equal members in society and the classroom.

Significance of the Problem

Society is rapidly changing and increasing in diversity which also increasing the diversity in the classroom for ELA teachers. With this diversity, ELA teachers have the opportunity to make changes in their classroom in order to create a diverse and inclusive learning environment

for their students. In the classroom, teachers have the ability to create an inclusive classroom and can encourage students of various capabilities and different backgrounds. There should be changes made in the classroom by ELA teachers in order to create this inclusive environment in their classroom and with their students (Zembylas).

Throughout history, there have been various laws, act, and movements that have been promoting and working towards inclusion in society. Prior to all of this occurring in society and changing how ELA teachers educate their students, the classroom and society was very segregated and lacked inclusion for diversity. Due to this, people of color had unequal opportunities and rights in society as well as lacking the opportunity to obtain a fair and equal opportunity for education. When the *Brown v. Board of Education* case occurred, things began to change and these children were given the opportunity and right to a fair and equal education (Toldson). The Civil Rights movement led to African Americans and members of the LGBTQ community to continue to work towards equality and fair treatment (Blackburn & Buckley; Toldson). As these changes were occurring, the classroom for ELA teachers had to change as well. ELA teachers, especially with the laws authorized for students with disabilities, had to make changes and create a more inclusive classroom for their students. Originally, ELA teachers were required by law to meet the needs of their diverse students.

Now, ELA teachers should be embracing and wanting to make their classroom as inclusive as they can with their curriculum for their diverse students. For this inclusion, ELA teachers should utilize their students' voices to promote this inclusive environment when discussing literature in the classroom (Cerezo & Bergfeld). If ELA teachers are not expanding their literature to educate students on diversity to promote inclusion, then how can society continue to progress to become more inclusive for all members? ELA is a place in education

where students have the opportunity to read both non-fiction and fictional literature in order to learn and make connections to various types of subject matter. One example is students who have a different cultural background or a students with disabilities. When students with different capabilities and thoughts are brought together, ELA teachers can use different types of discourse in the classroom and literature in order to help students learn and understand the differences that they experience in the classroom they will also encounter and experience in society.

Without students gaining this opportunity from their ELA teachers, students may enter society as adults without the knowledge and skills required to interact and cooperate with others from diverse backgrounds and capabilities in the workplace. These are skills that students need to ascertain from their time and education in the ELA classroom from discussion and group projects with other students who are not similar to themselves. If students do not gain this opportunity from their ELA teachers to experience and learn in an inclusive classroom, then becoming more inclusive in society may struggle to successfully progress.

Purpose

The purpose of this is to have ELA teachers educate and promote students become more knowledgeable, accepting, and open-minded to diversity and inclusion in school and society with an inclusion environment and curriculum. Diversity is a positive component not only for society but for the ELA classroom. In the ELA classroom, students will encounter and have to interact with others who have different capabilities and have different upbringings and cultural backgrounds.

For ELA teachers, utilizing the voices of their students who are from various races and ethnicities, speak English as a second language, and have different beliefs and sexual identities can create a discourse with the students when looking at one portion of a piece of literature can

reveal multiple perspectives and insights. This occurs because students with different beliefs and opinions causes students to comprehend and interpret information in different manners. When this happens and students share their different thoughts and opinions, it allows the class to view the information more critically by providing them multiple insights and ways of looking at the information. It also gives students, with the different perspectives, to read and expand their knowledge and skills with literature, both fictional and non-fictional, that they may have never read outside of the classroom. For example, some students may not read novels pertaining to people who have a disability, people whose race is not the same as the reader, and people whose sexuality is not heterosexual. When ELA teachers create a curriculum that utilizes this type of literature and focuses on diversity and inclusion in their classroom, students are given the opportunity to gain knowledge and perspectives on topics that they may have had very little or inaccurate information on.

ELA teachers have the opportunity to provide students a place where they can work and learn about concepts from society in the classroom to help them better comprehend information and situations that they witness or hear about in society. Additionally, ELA teachers can have students learn how to cooperatively work together with others who have different skills and capabilities. With inclusion, students with disabilities are in the ELA classroom. For these students, and students without disabilities, they can learn from one another and how to work cooperatively together in order to successfully complete a task. Students may learn from one another by engaging in conversations and determining the strengths of one another for the benefit of their project. It also allows students to create their own inclusion in the classroom by working cooperatively and engaging in discourse with students who have a disability, or even students who have different beliefs and cultures.

Rationale

Our society is increasingly becoming more diverse which is resulting in the ELA classroom becoming more diverse as well. As our society continues to diversify, ELA teachers need to change their classroom into a place where students may learn about diversity and inclusion. The ELA classroom is an excellent place for this to occur since ELA teachers can create an inclusion environment for students when having students engage in various types of discourse and reading various types of literature.

ELA teachers should be encouraging students to learn from their peers, instead of only learning from the teacher. By having students learn from one another, it promotes inclusion and cooperation with one another for the students. Also, it allows ELA teachers to successfully utilize the voices of their diverse students in order to have literature read in the classroom to be comprehended and interpreted in multiple ways. Diverse students will have diverse ways of thinking and interpreting information that they read, based upon their cultural background and capabilities in school. Therefore, as the ELA teacher creates a more inclusive environment for their students, the students can also learn about diversity and inclusion through this environment and the curriculum.

Definitions of Terms

Acceptance

The action or process of being received and to be admitted into a group.

Common Core (Learning) Standards

Provides clear and consistent learning goals to help prepare students for college, a career, and their life.

Critical Reading

The act of examining information more deeply in order to enhance comprehension and clarity of the claims made in the text; not taking the information read at face value.

Critical Thinking

An evaluation and analysis pertaining to a subject in order to develop a well-thought opinion and/or judgement.

Diversity

The act of understanding that each individual is unique and understanding differences in individuals such as race, ethnicity, sexual orientation, age, physical or mental capabilities, beliefs, and other opinions.

Inclusion

People with varying capabilities cooperatively working and/or interacting with one another in society.

Perspective

A particular attitude toward or a way of regarding something; a point of view.

Society

A body of individuals living as members of a community.

Chapter II: Literature Review

Purpose and Importance

For our education system, there are various changes that it has experienced over time as our society has changed based upon its diversity with its citizens. As the diversity of our society has increased, it has impacted how our education system functions for the benefits of our students' learning. Over time, our education system has gone through, and continues to go through, a major change with inclusion. For education, inclusion is the least restrictive environment for students with or without a disability in the general education classroom with the same common goals for their education as well as receiving supplemental aids if needed (Odom et al.; DeMatthews et al.). If a student has a disability and requires additional assistance or a supplemental aid to help them, then they are required to receive this service in their general education classroom (DeMatthews et al.). Inclusion is meant to have as many students as applicable in the general education classroom, learning and cooperating together, in order to obtain the same education while also building social relationships with their peers who may or may not have a disability (Odom et al.).

Our “secondary schools continue to face significant challenges as they work to support increasing numbers of students in inclusion settings” (Casale-Giannola, abstract). As the diversity in our society increases, how our students receive additional help and aids must be adjusted and reflect the needs of each individual student in order for inclusion to work, which can be a challenge for secondary schools to meet. It is not only students with disabilities that must be included into the classroom. There are also a wide range of students who are learning to speak English that are also included in the classroom, and the requirements for inclusion are applicable to these students as well.

As stated before, inclusion is a major change that our education system is facing as society experiences an increase with diversity. Over time, laws, acts, and movements have occurred to create and encourage an inclusive classroom which has had an impact on the ELA classroom as well as our students with disabilities, English Language Learners, students with diverse racial and ethnic backgrounds, and students who identify as: lesbian, gay, bisexual, transgendered, or queer (LGBTQ). As our society continues to diversify, our education system must continue to adjust and change to help students with all capabilities and from all different cultures be included in the general education classroom as much as possible so that every student has an equal opportunity to obtain the same education.

Development of Inclusion with Laws, Acts, and Movements

Inclusion is not something that has always been implemented or existed in our education system. While the term “inclusion” did not exist during the Civil Rights movement, events began to occur that was changing society and education in order to become a more inclusive environment. Inclusion could be considered beginning with the U.S. Supreme Court in 1954 with the *Brown v. Board of Education*, which had determined “that separate schools were fundamentally unequal and illegal because they forced inferior education on students because of their race” (Toldson 194). With segregation abolished, ELA teachers began to see greater diversity in their classrooms with the inclusion of students whose race and ethnicity was not considered Caucasian.

After this decision made by the U.S. Supreme Court, the Civil Rights movement occurred. During the Civil Rights movement, multiple events occurred that were significant during this time, as well as for how society and education is currently (Blackburn & Buckley). Some of these important events were “the Montgomery (Alabama) bus boycott of December 1,

1955, and end approximately with the march of Selma to Montgomery on March 25, 1965, and the Voting Rights Act of that same year” (Blackburn & Buckley 203). At this time, there was still a lot of changes occurring for our society and education due to integration and the need for all citizens of America to have equal rights and opportunities. Therefore, in 1965, there were two acts that were authorized in order to “identify and provide services for individuals from disadvantaged backgrounds” (Toldson 194). These acts were the Elementary and Secondary Education Act of 1965 and Higher Education Act of 1965 (Toldson). For ELA teachers, this resulted in their classroom becoming diverse and the requirement that the diversity in the classroom is going to remain. Students who needed accommodations and aids in order to be successful in school were required, and ELA teachers were a part of the educators who needed to help identify these students in order to provide them the services that they required for their education.

This need and continued work for equal rights occurred in the Civil Rights movement for those who are considered to be LGBTQ in 1969. During this year, in New York City, there were drag queens “who resisted discrimination and police violence” because “for some of them, their race, perhaps as much as their sexuality, made them targets of discrimination and hatred” (Blackburn & Buckley 203). Those who were considered different due to their sexuality not being heterosexual were discriminated against in society as well. According to Stuft and Graff, those who are homosexual have been stigmatized and discriminated against for quite some time. At this juncture in time, this discrimination is still currently being worked on both in society and even in the ELA classroom. In Blackburn’s experience pertaining educating students in ELA, she found that students some of her students had rejected reading a book with adults characters that

were not heterosexual (Blackburn & Buckley). This shows that even though the ELA classroom is diverse, ELA teachers must continue to work on inclusion for LGBTQ students.

According to Sailor and McCart, the term for inclusion was utilized in literature after “the issues encompassed by the term that pertain to education of students considered to have disabilities originated in the form of debates before Congressional Committees leading up to the passage of the Education of All Handicapped Amendments (PL 94-142) in 1975” (56). In order for inclusion to occur in the education system, it began with people debating how students with disabilities should be treated in school, which lead to amendments being created. People debated on whether or not all students should be educated together, regardless of their disability. Meanwhile, others felt that those determined to have a disability should obtain their education from a separate location, away from students who do not have a disability (Sailor & McCart). At this juncture in time, students with disabilities may have been commonly taught by only special education teachers. Due to this, ELA teachers may have typically had students without any kind of labeled disability in their classroom.

With the debates occurring for what kind of education students with disabilities should be receiving, the “special education remained a distinct entity in reform making in the 1980s and 1990s” (Fuchs et al. 309). During this time, inclusion did not have the same meaning as it does today. Special education was undergoing reform during this time, but it was still separate from general education and the reforms that general education teachers, such as ELA teachers, may experience for requirements and changes in their classroom and how they should teach. However, in the mid-1980s there was another significant debate for students with disabilities and inclusion. In the spring of 1986, “the Executive Board meeting of the Division for Early Childhood (DEC) was held at the Council for Exceptional Children (CEC) convention in New

Orleans”. (Odom et al. 344). The meeting was debating the reauthorization of the Education for the Handicapped Act (PL 94-142). A part of the debate’s focus was on if children when first born to the age three should be included in this act. Prior to this debate occurring, children 3 and under were not included in this act for inclusion to be in the least restrictive environment for their education or early intervention. By doing this, prior to children entering school, they could begin to obtain the help that they needed in order to succeed academically and once they became adults.

Once into the beginning of the 1990s, the term inclusion was used to replace the original term “integrated special education” (345) and is still utilized currently (Odom et al.). Later, in 1997, the Individuals with Disabilities Act (IDEA) was reauthorized. The term “*natural environments*” was used as a term to describe placement for infants and toddlers enrolled in Part C, and conveys the intent of this larger societal integration” (Odom et al. 345). From the mid-1980s to the mid-1990s, the changes for inclusion can be seen. For one, students under the age three were becoming included and obtaining the help that they may need prior to entering public school to obtain an education with students who do not have a disability. The desire that people had for all students to obtain the same education was occurring and this desire was changing education and making changes with laws. These advancements with inclusion impacted the structure of the ELA classroom and the requirements for the ELA teacher. Now, ELA teachers were beginning to have students with disabilities in their classrooms, and so new strategies would need to be implemented in order to meet the needs of all of their students, regardless of whether or not they had a disability.

In 2001, the “reauthorization of the Elementary and Secondary Education (ESEA) (also known as the No Child Left Behind Act) held schools and school districts accountable for

student achievement” (DeMatthews et al. 2). By reauthorizing this act, those in education are liable and must ensure that their students are obtaining an education and doing well in school. As the development of inclusion occurred, the Least Restrictive Environment (LRE) was developed as well. With the LRE as a “component of the Individuals With Disabilities Education Improvement Act of 2004” (DeMatthews et al. 2), the legal purpose of “establishing inclusive schools that meet the needs of students with disabilities” (2). Schools were becoming more inclusive and having students with disabilities in the general education classroom. The component of LRE with this act reinforced the requirement for inclusion to occur as well as schools are now meeting the needs of students with disabilities within the general education classroom so that they have an equal opportunity for an education.

Additionally in 2005, there was a conference held for English education that worked on inclusion for English Language Learners (ELLs). For inclusion, many of the laws created have greatly benefitted our students with disabilities, but it has also had an impact and benefitted students who are ELLs. For those who attended the Conference on English Education, “English educators worked on seven overarching questions related to the preparation and knowledge base needed by English teachers and teacher educators to “rethink and revise” English education” (C. de Oliveria & Shoffner). A part of this meeting pertained to variety of topics, but ELLs and the diversity of learners in the classroom was also focused on. ELA teachers, like C. de Oliveria and Shoffner, were interested in obtaining and creating new strategies to implement for their ELA classroom in order to help students be supported properly in the classroom and how pre-service teachers could obtain training to help them as well (C. de Oliveria & Shoffner).

Race and Ethnicity

Over the years, our society has become more racially and ethnically diverse. This is pertinent for ELA teachers because “as US populations become more racially, ethnically and economically diverse” (Angus & De Oliveira 8) ELA teachers must encompass this diversity found in their classroom with the different learning styles of their diverse students. Students who are from different races and ethnicities have different life experiences that should be incorporated into lessons and class discussions. All students go to school with different comprehensions and beliefs on how things in their life and the world around them function. This is due to different life experiences providing different perspectives, thoughts, and insights into topics that are covered in the ELA curriculum in order to enhance and expand classmates’ learning and comprehension. (Angus & De Oliveira).

As ELA teachers continue to develop an inclusive learning environment in their classroom, they must utilize their students’ diversity to create lesson plans that encompass the needs of all of their students. This can occur when ELA teachers create opportunities for students to expand their knowledge and express their opinions and thoughts in discourse. According to Cerezo and Bergfeld, giving students a voice “is grounded in the belief that persons of color hold considerable experiential knowledge gleaned from negotiating race and racism in the United States” (357). Students who are not considered Caucasian, such as African Americans, will have different comprehension and experience than other students when it comes to reading classic and current literature. When ELA teachers encourage diverse students to speak up and share their thoughts on the literature being read, this helps students view the literature in a different manner. Also, students are able to comprehend information from the text that they may have not been able to with their own experiences and knowledge.

Students with Disabilities

As changes were made in education for the inclusion of students with disabilities, these changes impacted how ELA teachers could teach. For ELA teachers educating middle school students, “the overarching goals of ELA focus on effective communication” (Mims et al. 414). With the addition and requirements that have been implemented for inclusion, students with disabilities may struggle with this due to lacking skills to help them advance their capabilities for effective communication (Mims et al.). Based upon this and the reauthorization of the ESEA (i.e.: No Child Left Behind Act), “teachers need to have adequate knowledge of the cognitive, behavioral, and social characteristics associated with special needs to design appropriate learning experiences and teaching strategies for these children” (Lee et al. 81). All teachers, including ELA teachers, should be knowledgeable on the needs of their students with disabilities since schools became required to meet their needs with inclusion in 2004 (DeMatthews). Prior to the mid-1990s, this is something that was not required of ELA teachers, and general education teachers in general. Instead, this was something required for the special education teachers to be able to accomplish, since special education has been a separate entity (Fuchs et al.).

In ELA, teachers have developed various types of strategies in order to meet the needs of students with diverse learning needs due to the advancements and requirements for inclusion of all students in general education (Tobin; DeMatthews et al.). For some ELA teachers and classrooms, they have modified their classrooms for inclusion by utilizing the strategy of co-teaching in order to accommodate the needs of students with disabilities (Tobin). By doing this, ELA teachers are able to provide students with the least restrictive environment in the classroom, something that was beginning to occur in the 1990s for inclusion (Odom et al.). Also, co-teaching provides ELA teachers the ability to meet the requirements of the laws because many students with a learning disability significantly struggle with their reading and writing skills.

With another teacher in the classroom to help teach, these students can be in a smaller groups and obtain the additional help that they may need through scaffolding methods that one or both teachers may monitor (Tobin).

Additionally, with the various laws and acts implemented means that “general education teachers are expected to participate in Individual Education Program (IEP) meetings, planning, instruction, and evaluation of inclusion students” (Casale-Giannola 28). This created changes for how ELA teachers are able to teach since they must be able take into consideration a wide range of capabilities for both students with disabilities and students without disabilities. It also means that now ELA teachers must partake in the IEP meetings and take into consideration all of the requirements of the IEP and how to successfully accommodate these requirements for their students with disabilities. ELA teachers now are accountable for the success of any student in their classroom that has a disability (Casale-Gionnola), it is no longer simply the special education teacher’s responsibility. With the reauthorization of the IDEA Act in 1997, these students typically spend most of their day in general education settings. As the laws continue to encourage and enhance the requirements for inclusion of all students in the general education classroom, ELA teachers will need to continue to modify and adjust their teaching strategies in order to encompass all of their students’ capabilities.

English Language Learner (ELL) Students

While many of the laws created for inclusion pertained to students with disabilities so that these students could gain the right to an education with students without disabilities to obtain the same education, inclusion also pertains to English Language Learners (ELLs). This is reflected in schools which “are becoming increasingly diverse with a growing percentage of English Learners (ELs) each year” (Russell 1189) which results in teachers experiencing greater

diversity in their classroom. As the laws indicate, teachers are accountable for the success of their students' education based upon the No Child Left Behind Act. With ELLs and this act, pre-service teachers are gaining opportunities to obtain training to be able to accommodate ELLs in their classroom and in-service teachers are becoming required to attend professional development (Polat & Mahalingappa). In the past, this kind of training was not common and required for teachers to take, because the laws were not yet in place to help advance a more inclusive and accommodating classroom for all students.

As inclusion continues to develop for our ELL students, teachers can utilize their students' various cultural backgrounds in order to enhance all students' education in the classroom. For ELA teachers, integrating the backgrounds and experiences of their ELL students into the general education classroom, ELA teachers have the opportunity to "raise awareness of different ways of seeing the world and help all students develop multiple perspectives on a variety of topics" (DelliCarpini, 114). Instead of having it where some schools do not include ELLs into the classroom until they have met their state testing requirements to determine proficiency in English (Porter), these students could be included into the classroom sooner so that their language and cultural background can help enhance their peers' education. ELLs have a lot to offer for providing different perspectives and thoughts on various topics presented in ELA. Inclusion has made it where teachers are gaining the knowledge and training to be able to utilize these students in such a way to benefit the general education classroom as a whole as well as giving these students the opportunity to practice and enhance their language comprehension by providing these students with the opportunity to make personal connections.

LGBTQ Students

In becoming a more inclusive classroom with diverse students, ELA teachers may incorporate literature that provides discourse and knowledge of people in society who identify as LGBTQ. By utilizing this acronym for students who do not identify as heterosexual, this acronym “serves to raise curiosity about each letter and can cause intellectual inquiry as to what each letter represents” (Stuftt & Graff 4). Having students reading non-fiction literature, such as scholarly articles in the ELA classroom can provide students with information pertaining to members of society and even peers in their class about their sexuality and feelings. ELA teachers have the opportunity in their classroom to get students to learn about this kind of subject, and have the opportunity to discuss, comprehend, and make connections with this information to themselves or others they know.

Students should be encouraged and prompted by ELA teachers to engage in discourse and discuss various types of topics that reflect the diversity found in the classroom and society. By doing this, ELA teachers can create a more positive and inclusive learning environment since students are commonly reading and discussing literature that focus on heterosexual couples. They ignore any other type of couples which excludes students in the classroom who do not identify as heterosexual.

Therefore, while reading non-fiction literature will provide students with more factual knowledge about other types of sexuality and the culture surrounding this. However, students should also read fictional literature with characters representing the LGBTQ community. When ELA teacher Blackburn (Blackburn & Buckley) required her students to read a non-fiction story that had adults who were not heterosexual, she discovered that her students had mixed feelings pertaining to reading this novel. The novel had been chosen in order to make the classroom literature more diverse and inclusive in order to reflect the diversity that can be found in society.

Additionally, Blackburn (Blackburn & Buckley) believed “that the queer people in the book are racially diverse, which helped her disabuse her students of the belief that only white people are gay” (204). ELA teachers should utilize literature like Blackburn in their classroom because students should be exposed to various types of literature in order to expand their knowledge and understanding in order to become more accepting of people who they consider to be different. Even though some students may not want to read literature that pertains to something that they may not agree with, does not mean that ELA teachers should ignore the subject. This would result in the exclusion and potentially ignoring students who are LGBTQ and who would enjoy and benefit from reading this type of literature.

Conclusion

Over the years, our society has experienced changes with the increase in diversity. With this increase in diversity, it affected and changed our education system to become more inclusive in order to meet a wide range of students and their capabilities so that all students obtain an education in the least restrictive environment for them. Ideally, this environment for all students is the general education classroom, which impacts and changes the way ELA teachers utilize strategies and educate their students. With the laws, acts, and movements that have been implemented and reauthorized over time, the term inclusion has come to mean that students are “not only physically present within mainstream schools, but that changes to values, attitudes, policies and practices are made to ensure that pupils are able to be full participants in the class” (Monsen et al. 114).

For students with disabilities, ELA teachers utilizing the strategy of co-teaching in their classroom, and having to attend the IEP meetings has changed how these teachers include students with disabilities in their classroom. Students with disabilities are having their needs met

with practices of varied instruction and if there is another teacher in the classroom, these students may obtain additional attention in order to help them with comprehending information in order to become more engaged and participate more frequently during class time. They are obtaining the help they need to become both physically and mentally present in the classroom. With ELLs, they become involved and actively participating in the classroom when their language and cultural backgrounds are taken into consideration. ELL students, students of diverse races and ethnicities, and LGBTQ students' perspectives and life experiences can help enhance all students' learning by providing a multiple perspectives in the ELA classroom for students to take in and incorporate with their own understanding and concepts.

As inclusion continues to expand with acts and laws for education, ELA teachers will have not only the requirement, but the opportunity to expand their own capabilities to help accommodate all students in the general education classroom. ELA teachers will have different options and paths that they may explore in other to “make room for the new languages and literacies that constitute our world and students' lives” (Moore & Kirkland). Through these various paths that ELA teachers will take, each ELA teacher's strategies and classroom will be reflective of how the ELA classroom is changing and becoming more inclusive as our society changes and become more diverse.

Chapter III: Solution

Solution to the Problem

In the classroom, ELA teachers should take advantage of their ability to utilize literature in order to help promote diversity while creating an inclusive environment. One major way that this may be accomplished is by teachers getting to know their students and creating accommodations based upon the needs of their students. By doing this, ELA teachers can create an inclusion environment for their students because they are enabling all of their students to have an equal opportunity to learn and become engaged in each lesson and discourse.

For inclusion to occur, students need to know and feel that they have been included in the classroom and the lesson, which happens when their needs have been acknowledged and accommodated to. For example, if a student in the classroom is an ESL and struggles with reading in English, providing them a version of the literature in their native language helps to include them in the lesson and classroom environment. They have been provided the accommodation that they need to be a part of the lesson and become engaged in the course work so that they can comprehend the information and enhance their own reading and thinking skills. Also, having these students read the literature in their own language can also add to any discourse pertaining to the literature because these students can explain what the story means to them based upon their culture and the verbiage used to create the story in another language. Words in other languages can have different meanings, and with these varying meanings, provides students the opportunity to have different perspectives and comprehensions of the same piece of literature.

As ELA teachers utilize the literature to engage students in reading various types of literature that reflect the promotion of diversity and inclusion as well as representing the

diversity that comprises the classroom. As the students are engaged in reading various types of literature, they will also be engaged in learning from each other, not simply the ELA teacher. This is significant because when the students are engaged and learning from one another, they are able to expand their content knowledge and obtain different perspectives to look at information from their peers. Students may also learn from their peers what certain words or symbols in a story may signify based upon a person's culture and upbringing. For example, the sun may mean warmth and brightness for a student whose cultural background is American, but for another student who has a different cultural background, the sun may mean life and hope.

Additionally, the students will be able to develop an acceptance and appreciation for the diversity of not only their classmates, but other members of our society. Students are able to develop this acceptance and appreciation when they are given the opportunity to see how inclusion has positively impacted our society over the years. As adolescent students in ELA engage in reading diverse literature and discourse, students are able to actively engage in promoting an inclusive environment. This environment is promoted by the students because the various types of literature help to increase their knowledge pertaining to cultures and ideals that are unfamiliar to them while providing students a place to engage in a discourse. Through this discourse, the students have the ability to become more independent thinkers by expressing their own thoughts, beliefs, and opinions based upon what they have read while gaining new knowledge and insight from their peers. Not all of the students are going to have the same comprehension and perspective on an article or story read in class. Therefore, the discourse enables students to hear and learn about other perspectives from their peers, which in turn can help all of the students more fully understand the story, or have different ways of viewing and comprehending the story.

When students are able to view literature in multiple ways, this can increase their critical reading and thinking skills by having the students focus on specific details in the text and determining what this signifies in that portion of the text and for the text as a whole. As adolescents progress through the grade levels, they may be able to develop their critical thinking and reading skills as the literature in the ELA classroom expands to encompass different cultures and backgrounds that their peers may have.

As the student enter their eleventh and twelfth grade year in school, these students should have the opportunity to implement what they have learned since sixth grade. This implementation can be accomplished by the entire class working together on a project in order to create an inclusive classroom environment (since all students need to work cooperatively in order to do well with their project) with the goal of creating a more inclusive school. Students in the upper grade levels should be given this opportunity so that they can show their ability to be independent thinkers and learners, since in college and in the workforce, it will be their responsibility to be able to create and complete work on their own or with others. Also, it provides students the time and opportunity to try and make a difference that they want to see in their own school, which may encourage students to try to make positive changes in their own community as well for inclusion.

Implementation of the Common Core (Learning) Standards

When implementing the Common Core (Learning) Standards in the ELA classroom, inclusion may occur since all of the students are expected to meet the same goals and requirements for the lesson. There may be no exclusion for any of the students pertaining to these standards, since students may meet these standards with any accommodations that the ELA teacher may provide. ELA teachers who take the time to create accommodations and utilize

specific Common Core (Learning) Standards for their students with their lessons are creating an inclusive environment. This is due to taking into consideration the needs that each student may have and the differences, the diversity, in their classroom and which standards will work best for the lesson and all students to participate and become engaged. In order to create this successful blend for the lesson and the students with the standards, the standards must also reflect and encourage an inclusive learning environment in the ELA classroom.

For adolescent students in grades sixth through eighth, this can be accomplished with their reading and thinking skills for each lesson on inclusion. For these students' lesson one and two, they have the reading standards CCSS.ELA-Literacy.RI.6.1, CCSS.ELA-Literacy.RI.7.1, CCSS.ELA-Literacy.RI.8.1 which states: "cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text" (Common Core). As the students are analyzing the text and creating their own inferences, typically a student's background may play a role in how they do this. For a student analyzing a text based upon the information written in the text, their interpretation of specific words in a text may vary based upon their interpretation of what the word may mean, especially if the student is an English language learner (ELL).

For ELLs, a word in English may have a different meaning in their native language, which may affect how the student analyzes and interprets what the text means. With the diversity that can occur for students reading a text, it helps to create an inclusive environment and classroom because every student has the opportunity to create their thoughts and comprehension of the text and can explain their reasoning by utilizing the information directly stated in the text. By doing this, this allows students to express their own voice in the classroom, which signifies for inclusion that every student's thoughts and understand is important and significant. For ELA,

a student's comprehension of a text is not wrong if they can explain their reasoning and connect it to information in the text.

Additionally, students in sixth through eighth grade are able to engage in an inclusive environment in the ELA classroom through group and classroom discussions. Common Core (Learning) Standards that can help create this type of environment are: CCSS.ELA-Literacy.SL.6.1c, CCSS.ELA-Literacy.SL.7.1c, CCSS.ELA-Literacy.SL.8.1c. These standards indicate that students should “pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion” (Common Core). As students create their own inferences and comprehension of a text, or even a task to complete, students are able to develop and enhance their inferences and comprehension when interacting with their peers. When students are engaged in a discussion with their peers, they also are able to ascertain new and alternative perspectives for being able to analyze and infer information in a text. For example, a student who has always been raised in America will not analyze and create inferences on a text pertaining to Venezuela the same way a student who recently moved to America from Venezuela. Additionally, students may also learn new information, outside of the text, from their peers to help enhance their comprehension and ability to critically read and analyze the text.

Once these students advance to ninth and tenth grade, students will continue to enhance their critical reading and thinking skills when analyzing a text and engaging in discussions. As the students are reading literature to learn about inclusion, the students will be working on meeting the standards for CCSS.ELA-Literacy.RL.9-10.4 and CCSS.ELA-Literacy.RL.9-10.1. For these standards, the students will be increasing their skills as they “determine the meaning of words and phrases” (Common Core) and “cite strong and thorough textual evidence to support

analysis of what the text says explicitly as well as inferences drawn from the text” (Common Core). When the students are reading the text, they should be engaged in closely reading the text to determine what the text is saying as well as what this information from the text means to them based upon their comprehension. By doing this, the students are continuing to develop the skills that they have learned in sixth through eighth grade pertaining to reading and analyzing a text. Also, furthering these skills allows the students to continue to make personal connections with the information that they are learning to their own experiences and things that they’ve seen or heard about.

Through these connections that students make with the text, it can help students better comprehend the information by utilizing their prior knowledge. As the student furthers their comprehension of the text, they also use their critical reading and thinking skills to meet the standards for CCSS.ELA-Literacy.RL.9-10.3 and CCSS.ELA-Literacy.RL.9-10.5. Their critical reading skills enhance since the student would be returning to the text in order “analyze complex characters” (Common Core) and analyzing “an author’s choices” pertaining to the text and events in order to support their comprehension of the text. Meanwhile, their critical thinking skills are also enhancing because the student thinking more deeply about specific aspects of the text and how the information makes to them based upon their inferences and what the text explicitly states.

Once the student has made these connections while utilizing and developing their skills with the text, the student can continue this analysis and inferences by engaging in discussions. These discussions for the students can become successful for them learning about inclusion and becoming more accepting and appreciative of diversity since the standards reflect how the discussion should be propelling students’ learning. With the standards CCSS.ELA-

Literacy.SL.9-10.1, CCSS.ELA-Literacy.SL.9-10.1c, CCSS.ELA-Literacy.SL.9-10.1d used in the ELA classroom for the discussions, students may use these standards to enhance their comprehension and learning experience for inclusion. These standards work cooperatively with students learning about inclusion through students being able to “participate effectively in a range of collaborative discussions” by “posing and responding to questions that relate” (Common Core) to the current topic being discussed. Also, these standards help encourage and promote inclusion by having students “incorporate others into the discussion” and “respond thoughtfully to diverse perspectives” (Common Core). When the students are incorporating their peers into the discussion, they are engaging in creating an inclusive environment because they are making it so that everyone participates and has the opportunity to add to the discussion. Additionally, this allows students to expand their knowledge and for inclusion by gaining new information and insights from their peers while creating responses that are thoughtful and respectful because they are looking to one another for information.

As the students learn from discussions in the ELA classroom to learn from one another and work cooperatively together, these skills become pertinent for their mini-unit on inclusion when they enter eleventh and twelfth grade. For students in eleventh and twelfth grade, they will be planning and creating a project as a class pertaining to creating an inclusive environment in their school. While the students are planning what their project, the standard that will help students with learning and creating an inclusive environment is CCSS.ELA-Literacy.RL.11-12.5: “analyze how an author’s choices concerning how to structure specific parts of a text” (Common Core). The students, for their planning, would be analyzing how the author of a video and an author of an article pertaining to inclusion and creating an inclusive environment. Based upon this information, students would then discuss and determine what project they want to complete

to show what they have learned and how they can change their school to become a more inclusive place for all students.

After the students have decided on their project to promote inclusion, all of the students should be working cooperatively in order to complete the different tasks for the project. When the students are working together and helping one another in order to complete this project, an inclusive environment is created for the ELA classroom because the students are developing their skills for being able to work well with others. Being able to work with others is something that the students have been working on in the ELA classroom in prior grade levels with these mini-units. When the students were engaged in discourses for the literature, they were having to learn how to listen to one another and respond thoughtfully, which can be a form of cooperatively working.

Through the work that the students are completing cooperatively, there are standards that can be implemented which would correlate with this goal of cooperation and inclusion. These standards that would be applicable are CCSS.ELA-Literacy.SL.11-12.1 and CCSS.ELA-Literacy.SL.11-12.1d since students need to “participate effectively in a range of collaborative discussions” and “determine what additional information or research is required to deepen the investigation or complete the task” (Common Core). As students in the classroom work on the project, they will need to be able to work cooperatively as an entire class, but also in smaller groups or with a partner to help complete all of the tasks required for the project. Throughout this cooperation and varied discourse occurring, students will be able to determine if anything is missing or if additional information/materials are required in order to create a project that emphasizes and encourages inclusion in their school. As students determine together if any additional things are needed for the project, the students are continuing to learn about inclusion

from their conversations of what is needed, as well as any additional research that students conduct for their project.

For these students, their mini-unit on inclusion would become a more student-driven unit for their engagement and learning because their unit is a hands-on project. The unit becomes something that the students are responsible for making successful which is important and significant because these skills used for the project students will be able to use for their own success in college and the workforce. These students will be able to critically read, think, and work more independently because they gained this experience from their ELA class. Additionally, they learn how to create an inclusive environment by working cooperatively with a diverse group of people to complete a task.

Mini-Units for Grades Six through Twelve

Each of the mini-units were designed to have students learning about inclusion and diversity while creating an inclusive environment. For the ELA teacher, they help the students to learn about the benefits of diversity and becoming more inclusive by having students reading literature that promotes inclusion. Also, by having accommodations for students in the classroom, ELA teachers are able to show their students inclusion and provide an inclusion classroom because all students and their needs have been taken into consideration for the lesson. Meanwhile, the students in the ELA classroom develop an inclusive environment through their discussions with one another. When the students are engaged in discussions, or completing work with their peers, they may ascertain new information and insights from each other to enhance their learning. Additionally, students-lead and focused discussions allow the students to see and hear the benefits of diversity and inclusion because they can gain multiple new ways of looking at a text to more critically read and think pertaining it.

In order to initiate ELA teachers and students developing this inclusive environment to promote inclusion and enhance students' skills, there must be a mini-unit for grades sixth through eighth. With these grade levels, students are introduced to the positivity of diversity and inclusion through literature and engaging in a discourse pertaining to inclusion. By doing this, the ELA teacher is able to teach students about diversity and inclusion since our society is becoming more diverse. As the students are being taught both directly (providing information) and indirectly (student-lead discourse) by their ELA teacher, the students are also provided a more inclusive environment because of the accommodations the teacher creates for students who need an additional aid. The accommodations may accomplish this in the lessons because it provides all students an equal opportunity to become engaged and participate each day for the mini-unit. When the students are able to become engaged and participate, they are able to provide their own thoughts, beliefs, and understanding to help other students think about literature and inclusion in another manner.

Every student has a voice that should be heard and can contribute to deepening everyone's understanding of what it means to be inclusive and creating an inclusive environment. Through this inclusive environment, students can experience what inclusion can be like in the classroom. With this experience, students may make the connection of how the inclusive environment positively benefits their ELA classroom just as how increasing inclusion in society has benefitted society over the years. During this time, students can begin to develop an appreciation and acceptance for their diverse peers which can translate for students an appreciation and acceptance of all members in our society.

As these students are developing these feelings and beliefs, they can enter ninth and tenth grade to continue learning about inclusion and diversity. In these grade levels, the ELA teacher

may provide accommodations to help develop a more inclusive environment by having the literature in ESL students' native language (i.e.: Spanish) and having summaries of the stories in English for struggling readers. By doing this, every student has the chance to be able to comprehend the literature with the appropriate materials and aid so that they may participate and enhance their comprehension of inclusion. Once students have read the literature, they can engage in a discourse where an inclusive environment is continued through students listening and cooperatively working together in the discussion to learn.

When the students are engaged in this discourse, they can expand their understanding of inclusion and what diversity is through the thoughts, opinions, and experiences of their own peers. The second story that the ninth and tenth graders read was selected to show students not just the diversity in sexual orientation, but how sexual orientation is different and diverse for all races, not just one. In the story, the couple is African American, and the woman is bisexual. Through this story, students can learn that not everyone is heterosexual and race does not play a role in determining someone's sexual orientation. By doing this, students can learn to become more accepting and appreciative of their peers who may be a part of the LGBTQ community, just as the main male character in the story does with his girlfriend.

After the ninth and graders have learned more about diversity and becoming more accepting and inclusive with diversity, they enter eleventh and twelfth grade ELA. For these grade levels, their mini-unit shifts from students learning about this subject to student showing what they have learned and working as a class to make a change in their change. In the ELA classroom, this allows students to take the skills that they have learned and apply them to something pertinent in their daily lives. To start, the students will learn a bit more about inclusion pertaining to students with disabilities and watch a video for what inclusion looks like.

After this, the students will have the opportunity to create their own class project to promote inclusion in their school. While the teacher may not be creating accommodations for the students to help them each day with completing the project with their peers, this is something that may occur amongst the students. As the students work together to complete different parts of their project, they may be creating their own accommodations for their peers who may struggle with comprehension of the English language or understanding how to do things quickly.

When this happens and a student begins to struggle, the students who are creating the inclusive environment, should be the ones helping their struggling peer. By doing this, the students are valuing each other's work and help, and are working cooperatively and inclusively because they are taking into consideration and recognizing their peers' needs. However, the teacher is still there to help mediate and provide guidance when a student may be struggling and it goes unnoticed. If this happens, the teacher may step in to help create the inclusive environment once more, or they may request one or two of the students to help the struggling student. The ELA teacher may also remind everyone in the class that they are working together and need each other's help. The mini-units for the prior grade levels were stepping stones to help guide students to becoming more inclusive on their own with their peers and other members of our society so that when they graduate, these students help to propel and advance inclusion in society.

Sixth through Eighth Grade:

Mini-Unit

Lesson One

Common Core (Leaning) Standards

1. Reading the article
 - a. CCSS.ELA-Literacy.RI.6.1, CCSS.ELA-Literacy.RI.7.1, CCSS.ELA-Literacy.RI.8.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Discussion
 - a. CCSS.ELA-Literacy.SL.6.1.c, CCSS.ELA-Literacy.SL.7.1.c, CCSS.ELA-Literacy.SL.8.1.c
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - b. CCSS.ELA-Literacy.SL.6.2, CCSS.ELA-Literacy.SL.7.2, CCSS.ELA-Literacy.SL.8.2
Interpret/Analyze information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Required Materials & Equipment

1. *The Sneetches* by Dr. Seuss (Theodor Geisel)
(http://teacherweb.com/VA/WarwickHS/Elliott_T/Text-The-Sneetches.pdf)
2. *The Sneetches* in Spanish
3. White Board
4. Pens, Pencils, Highlighters, Paper
5. Exit Slip (*The Sneetches* Worksheet)

Key Vocabulary

1. Diversity: The act of understanding that each individual is unique and understanding differences in individuals such as race, ethnicity, sexual orientation, age, physical or mental capabilities, beliefs, and other opinions.
2. Inclusion: People with varying capabilities cooperatively working and/or interacting with one another in society.

Accommodations (General)

1. Have words defined in story that may be unknown to student below reading level and students with reading comprehension difficulties
2. Provide students who may need guided notes or have reading comprehension difficulties
3. Key vocabulary on a worksheet and defined

Lesson

Prior to class beginning, have the words DIVERSITY and INCLUSION written on the board.

0:00 – 5:00

Greet the students and see how they are doing.

Then, on a sheet of paper, have the students copy the words written on the board and create their own definitions for these words based upon their prior knowledge.

5:00 – 10:00

Have some of the students share their definitions with the class. Afterwards, provide the definitions for the students to see/read, and explain to the students what each definition means. Additionally, explain to the students that they are learning these terms because they are doing to be learning about diversity and inclusion for the next couple of days in class.

10:00 – 25:00

As a class, read the short story, *The Sneetches*. As the teacher, start the reading of this story off and then call on a student to continue reading. After this, have the students “popcorn” read for the rest of the story. Or, you may choose to pull popsicle sticks or names at random to continue the reading.

25:00 – 35:00

Discuss as a class about the story. What do the students think this story means? What kind of personal connections can they make to the story? Have they seen something similar to this story occurring in society, or on a television show? Share your thoughts as well with the students based upon your own interpretation and the importance of this story pertaining to diversity and inclusion.

35:00 – 40:00

Have the students complete and submit the Exit Slip. For students who finish early, allow them to work on something else quietly.

The Sneetches

By Theodor Geisel (1961)

Now, the Star-Belly Sneetches
Had bellies with stars. The Plain-Belly Sneetches
Had none upon thars.

Those stars weren't so big. They were really so small
You might think such a thing wouldn't matter at all.
But, because they had stars, all the Star-Belly Sneetches
Would brag, "We're the best kind of Sneetch on the beaches."
With their snoots in the air, they would sniff and they'd snort
"We'll have nothing to do with the Plain-Belly sort!"
And whenever they met some, when they were out walking,
They'd hike right on past them without even talking.

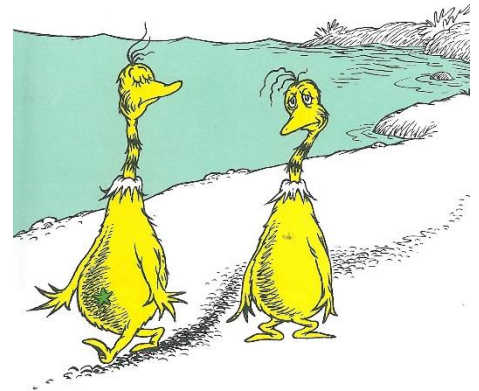
When the Star-Belly children went out to play ball,
Could a Plain-Belly get in the game...? Not at all.
You could only play if your bellies had stars
And the Plain-Belly children had none upon thars.

When the Star-Belly Sneetches had frankfurter roasts
Or picnics or parties or marshmallow toasts,
They never invited the Plain-Belly Sneetches.
They left them out cold, in the dark of the beaches.
They kept them away. Never let them come near.
And that's how they treated them year after year.

Then ONE day, it seems...while the Plain-Belly Sneetches
Were moping and dopping alone on the beaches,
Just sitting there wishing their bellies had stars...
A stranger zipped up in the strangest of cars!

"My friends," he announced in a voice clear and keen,
"My name is Sylvester McMonkey McBean.
And I've heard of your troubles. I've heard you're unhappy.
But I can fix that. I'm the Fix-it-Up Chappie.
I've come here to help you. I have what you need.
And my prices are low. And I work at great speed.
And my work is one hundred per cent guaranteed!"

Then, quickly, Sylvester McMonkey McBean
Put together a very peculiar machine.
And he said, "You want stars like a Star-Belly Sneetch...?
My friends, you can have them for three dollars each!"



"Just pay me your money and hop right aboard!"
 So they clambered inside. Then the big machine roared
 And it clonked. And it bonked. And it jerked. And it berked
 And it bopped them about. But the thing really worked!
 When the Plain-Belly Sneetches popped out, they had stars!
 They actually did. They had stars upon thars!

Then they yelled at the ones who had stars from the start,
 "We're exactly like you! You can't tell us apart.
 We're all just the same, now, you snooty old smarties!
 And now we can go to your frankfurter parties."

"Good grief!" groaned the ones who had stars at the first.
 "We're still the best Sneetches and they are the worst.
 But, now, how in the world will we know," they all frowned,
 "If which kind is what, or the other way round?"

Then up came McBean with a very sly wink
 And he said, "Things are not quite as bad as you think.
 So you don't know who's who. That's perfectly true.
 But come with me, friends. Do you know what I'll do?
 I'll make you, again, the best Sneetches on beaches
 And all it will cost you is ten dollars eaches."

Belly stars are no longer in style," said McBean.
 "What you need is a trip through my Star-Off machine.
 This wondrous contraption will take off your stars
 So you won't look like Sneetches who have them on thars."
 And that handy machine
 Working very precisely
 Removed all the stars from their tummies quite nicely.

Then, with snoots in the air, they paraded about
 And they opened their beaks and they let out a shout,
 "We know who is who! Now there isn't a doubt.
 The best kind of Sneetches are Sneetches without!"

Then, of course, those with stars all got frightfully mad.
 To be wearing a star now was frightfully bad.
 Then, of course, old Sylvester McMonkey McBean
 Invited them into his Star-Off Machine.

Then, of course from then on, as you probably guess,
 Things really got into a horrible mess.

All the rest of that day, on those wild screaming beaches,



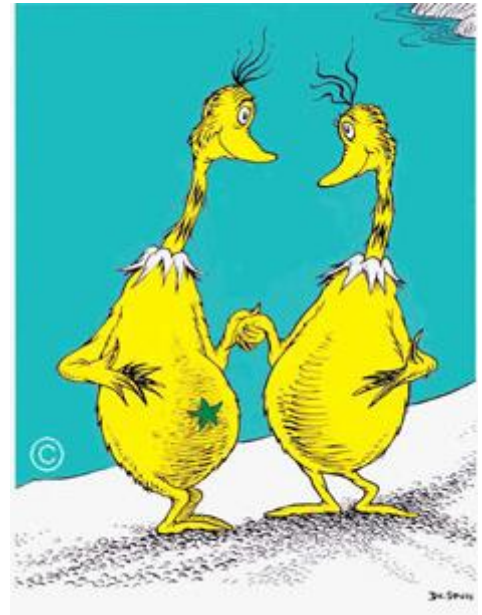
The Fix-it-Up Chappie kept fixing up Sneetches.
Off again! On again!
In again! Out again!
Through the machines they raced round and about again,
Changing their stars every minute or two.
They kept paying money. They kept running through
Until neither the Plain nor the Star-Bellies knew
Whether this one was that one...or that one was this one
Or which one was what one...or what one was who.

Then, when every last cent
Of their money was spent,
The Fix-it-Up Chappie packed up
And he went.

And he laughed as he drove
In his car up the beach, "They never will learn.
No. You can't teach a Sneetch!"

But McBean was quite wrong. I'm quite happy to say
The Sneetches got really quite smart on that day,
The day they decided that Sneetches are Sneetches
And no kind of Sneetch is the best on the beaches.
That day, all the Sneetches forgot about stars
And whether they had one, or not, upon thars.

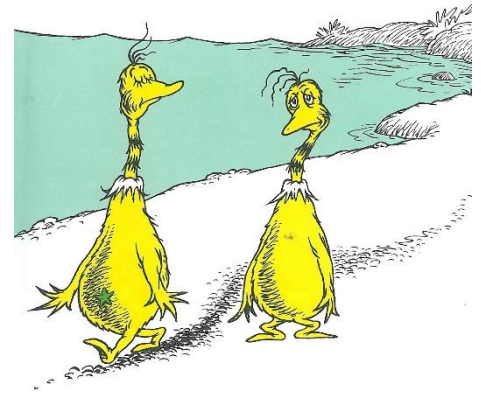
The end.



The Sneetches

By Theodor Geisel (1961)

Esas estrellas no eran tan grandes. Eran realmente tan pequeño
Se podría pensar que una cosa así no importaría en absoluto.
Pero, debido a que tenían las estrellas, todos los Sneetches Star-Belly
¿Quieres presumir, "Somos el mejor tipo de Sneetch en las playas."
Con sus snoots en el aire, ellos olfatear y habían esnifar
"Vamos a tener nada que ver con el tipo Plain-viente!"
Y cada vez que se conocieron algunos, cuando estaban caminando,
Habían alza justo en por delante de ellos sin ni siquiera hablar.



Cuando los hijos de la estrella-Belly salieron a jugar a la pelota,
¿Podría un Plain-Belly entrar en el juego ...? De ningún modo.
Sólo se puede jugar si sus vientres tuvieron estrellas
Y los hijos Plain-Belly tenían ninguno en la de ellos.

Cuando los Sneetches Star-Belly tenían asados frankfurter
O picnics o fiestas o tostadas de malvavisco,
Ellos nunca invitaron a los Sneetches Plain-viente.
Los dejaron fuera de combate, en la oscuridad de las playas.
Se los mantuvo lejos. Nunca dejes que se acerquen.
Y esa es la forma en que los trataron año tras año.

Entonces, un día, me parece ... mientras los Sneetches Plain-Belly
Fueron abatido y dopaje solo en las playas,
Sentado ahí deseando sus vientres tuvieron estrellas ...
Un desconocido se subió la cremallera en el más extraño de los coches!

"Mis amigos", anunció con voz clara y aguda,
"Mi nombre es Sylvester McMonkey McBean.
Y he oído hablar de sus problemas. He oído que eres infeliz.
Pero puedo arreglar eso. Soy el Fix-it-Up Chappie.
He venido aquí para ayudarle. Tengo lo que necesitas.
Y mis precios son bajos. Y trabajo a gran velocidad.
Y mi trabajo es cien por ciento garantizados! "



Entonces, rápidamente, Sylvester McMonkey McBean
Armar una máquina muy peculiar.
Y él dijo: "¿Quieres estrellas como una Estrella-Belly Sneetch ...?
Mis amigos, usted puede tenerlos por tres dólares cada uno! "
"Sólo me pague su dinero y saltar justo a bordo!"
Así que treparon dentro. Entonces la gran máquina rugió
Y clonked. Y bonked. Y tiró. Y berked
Y les bopped acerca. Pero lo realmente funcionó!
Cuando los Sneetches Plain-Belly se salieron, tenían estrellas!

Ellos realmente hicieron. Tenían estrellas sobre ellos!

Entonces ellos gritaron a los que tenían estrellas desde el principio,
"Estamos exactamente como tú! Usted no puede distinguir.
Todos somos lo mismo, ahora, usted presumido sabelotodos viejos!
Y ahora podemos ir a sus fiestas frankfurter ".



"Santo cielo!" gimió los que tenían estrellas en el primero.
"Seguimos siendo los mejores Sneetches y son lo peor.
Pero, ahora, cómo en el mundo vamos a saber, "todos ellos fruncieron el ceño,
"Si qué tipo es lo que, o al revés?"

Entonces llegó hasta McBean con un guiño muy astuta
Y él dijo: "Las cosas no son tan malo como usted piensa.
Así que usted no sabe quién es quién. Eso es perfectamente cierto.
Pero ven conmigo, amigos. ¿Sabes lo que voy a hacer?
Voy a hacer que, de nuevo, las mejores Sneetches en las playas
Y todo lo que le costará es diez dólares eaches ".

Estrellas del vientre ya no están de moda ", dijo McBean.
"Lo que necesita es un viaje a través de mi máquina de Star-Off.
Esteartilugio maravilloso va a despegar sus estrellas
Por lo que no se verá como Sneetches que los tienen en el suyo ".
Y esa máquina muy útil
Trabajando con mucha precisión
Eliminado todas las estrellas de sus estómagos muy bien.



Luego, con snoots en el aire, que desfilaron sobre
Y abrieron sus picos y los dejaron escapar un grito,
"Sabemos quién es quién! Ahora no hay duda.
El mejor tipo de Sneetches son Sneetches sin! "

Luego, por supuesto, aquellos con estrellas de todo tiene terriblemente enojado.
Para estar usando una estrella ahora estaba terriblemente mal.
Luego, por supuesto, viejo Sylvester McMonkey McBean
Los invitó a su máquina Star-Off.

Luego, por supuesto a partir de entonces, como usted probablemente adivinar,
Las cosas realmente se metió en un lío terrible.

Todo el resto de ese día, en esas playas gritos salvajes,
The Fix-it-Up Chappie mantuvo arreglar Sneetches.
Off otra vez! El nuevo!
En otra vez! ¡Fuera denuevo!
A través de las máquinas que corrían alrededor y alrededor de nuevo,
Cambiando sus estrellas cada minuto o dos.

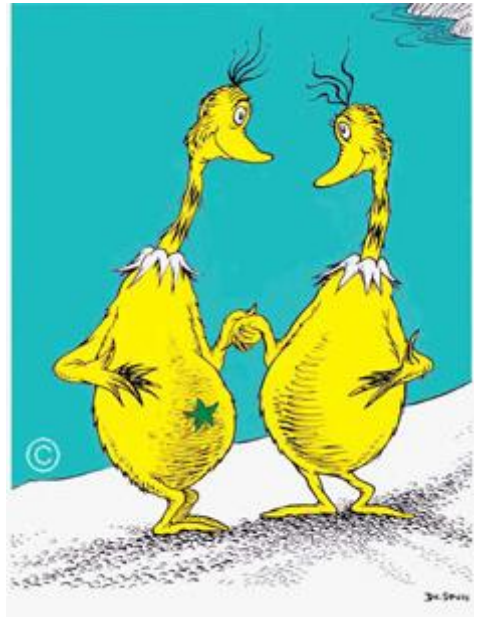
Mantuvieron el pago de dinero. Siguieron corriendo a través de
Hasta que ni el llano ni el Star-Vientres sabían
Si éste era que uno ... o que uno era éste
¿O cuál era lo que uno ... o lo que uno era quién.

Entonces, cuando hasta el último centavo
De su dinero se gastó,
The Fix-it-Up Chappie empacó
Y se fue.

Y se echó a reír mientras conducía
En su coche hasta la playa, "Ellos nunca van a aprender.
No. Usted no puede enseñar a un Sneetch! "

Pero McBean fue bastante mal. Estoy muy feliz de decir
El Sneetches consiguió realmente muy inteligente en ese día,
El día decidieron que Sneetches son Sneetches
Y ningún tipo de Sneetch es el mejor en las playas.
Ese día, todos los Sneetches olvidaron de estrellas
Y si tenían uno, o no, a la de ellos.

El fin.



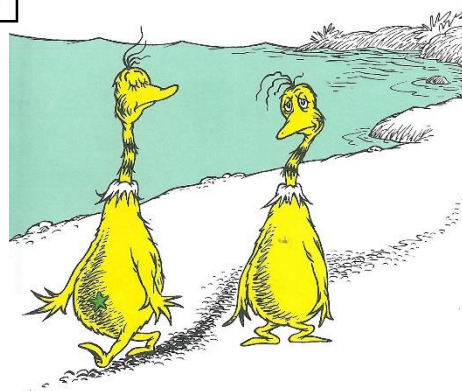
The Sneetches

By Theodor Geisel (1961)

Now, the Star-Belly Sneetches
Had bellies with stars. The Plain-Belly Sneetches
Had none upon **thars**.

THEIRS

Those stars weren't so big. They were really so small
You might think such a thing wouldn't matter at all.
But, because they had stars, all the Star-Belly Sneetches
NOSES Would brag, "We're the best kind of Sneetch on the beaches."
With their **snoots** in the air, they would sniff and they'd snort
"We'll have nothing to do with the Plain-Belly sort!"
And whenever they met some, when they were out walking,
They'd hike right on past them without even talking.



When the Star-Belly children went out to play ball,
Could a Plain-Belly get in the game...? Not at all.
You could only play if your bellies had stars
And the Plain-Belly children had none upon thars.

When the Star-Belly Sneetches had frankfurter roasts
Or picnics or parties or marshmallow toasts,
They never invited the Plain-Belly Sneetches.
They left them out cold, in the dark of the beaches.
They kept them away. Never let them come near.
And that's how they treated them year after year.

Then ONE day, it seems...while the Plain-Belly Sneetches
Were **moping and doping** alone on the beaches,
Just sitting there wishing their bellies had stars...
A stranger zipped up in the strangest of cars!

SAD AND
WALKING

"My friends," he announced in a voice clear and **keen**,
"My name is Sylvester McMonkey McBean.
And I've heard of your troubles. I've heard you're unhappy.
But I can fix that. I'm the Fix-it-Up Chappie.
I've come here to help you. I have what you need.
And my prices are low. And I work at great speed.
And my work is one hundred per cent guaranteed!"

EAGER



Then, quickly, Sylvester McMonkey McBean
Put together a very **peculiar** machine.
And he said, "You want stars like a Star-Belly Sneetch...?
My friends, you can have them for three dollars each!"

STRANGE

CLIMBED

"Just pay me your money and hop right aboard!"
So they **clambered** inside. Then the big machine roared
And it clonked. And it bonked. And it jerked. And it berked
And it bopped them about. But the thing really worked!
When the Plain-Belly Sneetches popped out, they had stars!
They actually did. They had stars upon **thars!**

THEIRS

Then they yelled at the ones who had stars from the start,
"We're exactly like you! You can't tell us apart.
We're all just the same, now, you **snooty** old smarties!
And now we can go to your frankfurter parties."

DISAPPROVING

"Good grief!" groaned the ones who had stars at the first.
"We're still the best Sneetches and they are the worst.
But, now, how in the world will we know," they all frowned,
"If which kind is what, or the other way round?"

**CUNNING,
TRICKY**

Then up came McBean with a very **sly** wink
And he said, "Things are not quite as bad as you think.
So you don't know who's who. That's perfectly true.
But come with me, friends. Do you know what I'll do?
I'll make you, again, the best Sneetches on beaches
And all it will cost you is ten dollars eaches."

Belly stars are no longer in style," said McBean.
"What you need is a trip through my Star-Off machine.
This wondrous contraption will take off your stars
So you won't look like Sneetches who have them on thars."
And that handy machine
Working very precisely
Removed all the stars from their tummies quite nicely.

Then, with snoots in the air, they paraded about
And they opened their beaks and they let out a shout,
"We know who is who! Now there isn't a doubt.
The best kind of Sneetches are Sneetches without!"

Then, of course, those with stars all got **frightfully** mad.
To be wearing a star now was frightfully bad.
Then, of course, old Sylvester McMonkey McBean
Invited them into his Star-Off Machine.

VERY

Then, of course from then on, as you probably guess,
Things really got into a horrible mess.

All the rest of that day, on those wild screaming beaches,



The Fix-it-Up Chappie kept fixing up Sneetches.
Off again! On again!
In again! Out again!
Through the machines they raced round and about again,
Changing their stars every minute or two.
They kept paying money. They kept running through
Until neither the Plain nor the Star-Bellies knew
Whether this one was that one...or that one was this one
Or which one was what one...or what one was who.

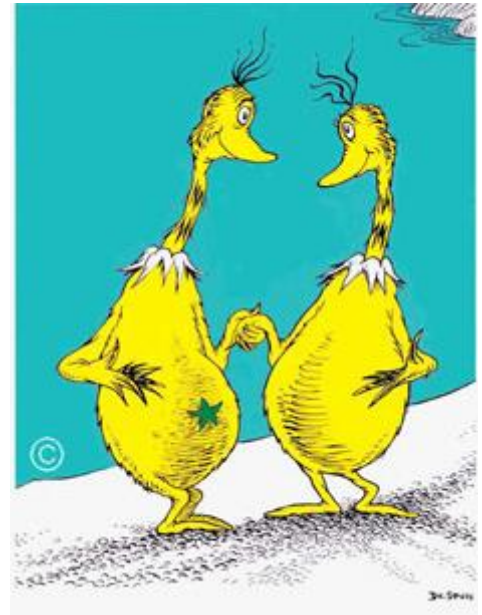
Then, when every last cent
Of their money was spent,
The Fix-it-Up Chappie packed up
And he went.

And he laughed as he drove
In his car up the beach, "They never will learn.
No. You can't teach a Sneetch!"

But McBean was quite wrong. I'm quite happy to say
The Sneetches got really quite smart on that day,
The day they decided that Sneetches are Sneetches
And no kind of Sneetch is the best on the beaches.
That day, all the Sneetches forgot about stars
And whether they had one, or not, upon thars.

The end.

THEIRS



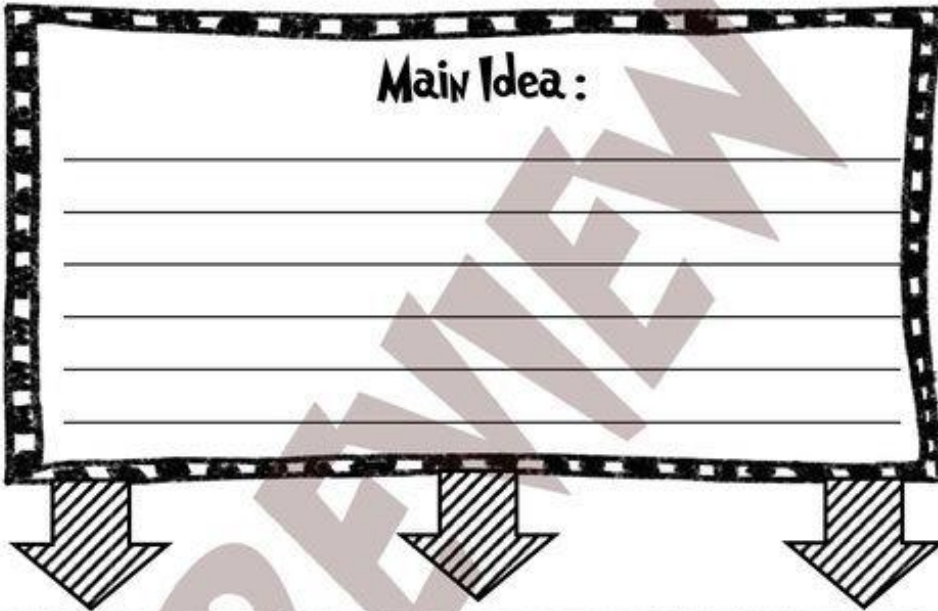
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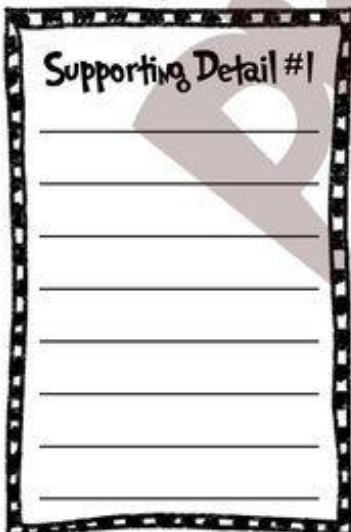
The Sneetches

Directions: Describe the main idea of *The Sneetches* by Dr. Seuss. Ask yourself: "What is this story mostly about?" and give examples to support your answer.


Main Idea :



Supporting Detail #1



Supporting Detail #2



Supporting Detail #3



Lesson Two

Common Core (Leaning) Standards

1. Reading the article and watching the video
 - a. CCSS.ELA-Literacy.RI.6.1, CCSS.ELA-Literacy.RI.7.1, CCSS.ELA-Literacy.RI.8.1
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Discussion
 - a. CCSS.ELA-Literacy.SL.6.1.c, CCSS.ELA-Literacy.SL.7.1.c, CCSS.ELA-Literacy.SL.8.1.c
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - b. CCSS.ELA-Literacy.SL.6.2, CCSS.ELA-Literacy.SL.7.2, CCSS.ELA-Literacy.SL.8.2
Interpret/Analyze information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Required Materials & Equipment

1. Smart Board or Projector
2. YouTube video on *For the Birds* (<https://www.youtube.com/watch?v=3057osZPdZI>)
3. Article on Rosa Parks
(<http://teacher.scholastic.com/scholasticnews/news/archive.asp?archive=102605>)
4. Pens, Pencils, Highlighters, Paper

Key Vocabulary

1. Diversity: The act of understanding that each individual is unique and understanding differences in individuals such as race, ethnicity, sexual orientation, age, physical or mental capabilities, beliefs, and other opinions.
2. Inclusion: People with varying capabilities cooperatively working and/or interacting with one another in society.
3. Society: A body of individuals living as members of a community.

Accommodations (General)

1. Have words defined in story that may be unknown to student below reading level and students with reading comprehension difficulties
2. Provide students who may need guided notes or have reading comprehension difficulties key vocabulary on a worksheet and defined
3. Provide all students (will benefit those who may have difficulty with organization and comprehension) a blank Venn diagram to help organize information for compare and contrast

Lesson

0:00 – 5:00

Greet the students and see how they are doing. Inquire with the students pertaining to what they recall from the last class. For information missed or forgotten, conduct a quick review with the students.

5:00 – 10:00

Have the students watch the video *For the Birds*.

10:00 – 20:00

Once the video has ended, ask the students: Why do you think I showed you this video? What do you think this video has to do with diversity and inclusion in society? Do you think the birds were being inclusive? Have them explain and support their answers with information from the video.

20:00 – 25:00

After this, have the students, in pairs read, the article on Rosa Parks. Make sure that the students are taking notes and highlighting what they think is important in the text pertaining to diversity and inclusion.

25:00 – 40:00

As a class, talk about the article. How does this article connect to and reflect diversity, inclusion, and society?

Ask the students to critically think and respond to the question: Have things really changed over time in our society for inclusion? Explain why or why not.

As a continuation for this discussion, see if students can identify a connection between the article about Rosa Parks and the video *For the Birds*. What kind of similarities can be found between the two videos and what does this say about society for inclusion?

Civil Rights Leader Dies

By Ezra Billinkoff

Rosa Parks speaks at Ebenezer Baptist Church in Atlanta, Georgia, January 15, 1969. (Joe Holloway Jr./AP Wide World)

October 26—Rosa Parks, who inspired a generation to fight for civil rights, died on Monday at age 92. Parks, a black woman, refused to give up her seat on a city bus to a white man in Montgomery, Alabama, nearly 50 years ago. She was arrested and fined for breaking the law.



In response to her arrest, black men and women in Montgomery **boycotted**, or refused to use, the city buses. They demanded an end to **segregation**, or laws that denied equal rights to black people. A young pastor at the local church named Martin Luther King Jr. led the boycott. Because of the protesters' refusal to ride the buses, the bus system nearly went out of business.

Many believe that Parks's bold decision triggered the **civil rights movement**, a struggle to grant Americans the same rights, regardless of their color. "She sat down in order that we might stand up," said civil rights leader Jesse Jackson yesterday. "Her imprisonment opened the doors for our long journey to freedom."

Parks's action showed how one person could make a big impact. She inspired others, including Martin Luther King Jr., to use nonviolence and civil disobedience as a way to protest problems in society.

After Montgomery

The Montgomery bus boycott lasted 381 days. Throughout those months, churches and homes in the black community were attacked. Despite threats to their lives, the community continued to refuse to ride the buses. In November 1956, the U.S. Supreme Court outlawed segregation on buses. After the court order arrived in Montgomery, blacks began riding the buses again, sitting wherever they pleased.

Following the boycott, Parks moved with her family to Detroit, Michigan. A newly elected member of the House of Representatives named John Conyers Jr. hired her as a staff assistant. She remained there until 1988, when she retired.

"There are very few people who can say their actions and conduct changed the face of the nation," said Conyers. "And Rosa Parks is one of those individuals."

On December 1, Montgomery will celebrate the 50th anniversary of Parks's stubbornness. Thousands of children from the area will participate in the Montgomery Children's Walk, beginning in the spot where Parks was arrested and ending at the state capitol.

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BANNED

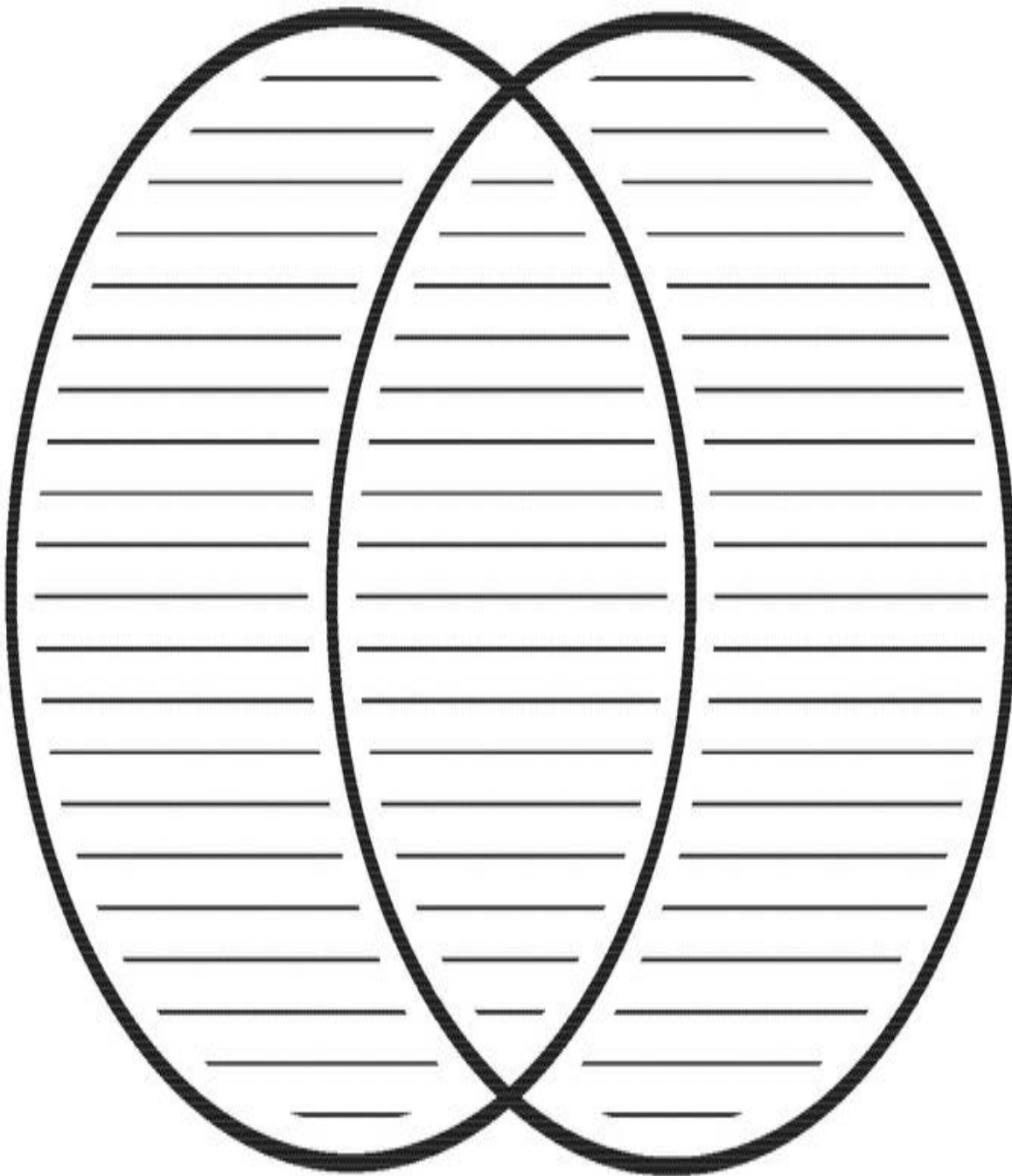
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BEHAVIOR

"There are very few people who can say their actions and **conduct** changed the face of the nation," said Conyers. "And Rosa Parks is one of those individuals."

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For the Birds *Venn Diagram* **Rosa Parks**



Lesson Three

Common Core (Leaning) Standards

1. Creating the rules in the classroom
 - a. CCSS.ELA-Literacy.SL.6.1, CCSS.ELA-Literacy.SL.7.1, CCSS.ELA-Literacy.SL.8.1
Engage effectively in a range of collaborative discussions
 - b. CCSS.ELA-Literacy.SL.6.1.b, CCSS.ELA-Literacy.SL.7.1.b, CCSS.ELA-Literacy.SL.8.1.b
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Required Materials & Equipment

1. Whiteboard, Smart Board, Projector
2. Video on an inclusive classroom
3. Key Vocabulary Document
4. Pens, Pencils, Highlighter, Paper
5. INCLUSION Poster posted in classroom

Key Vocabulary

1. Acceptance
2. Diversity
3. Inclusion
4. Society

Accommodations (General)

1. None

Lesson

0:00 – 5:00

Greet the students and see how they are doing.

Notify the students that the INCLUSION poster in the classroom is important for not only today, but every day that the students are in the classroom. For today, the students will be creating rules for the classroom to create a more inclusive learning environment.

5:00 – 10:00

Prior to creating the rules, have the students watch the video. This is to help guide students with creating and understanding what kind of rules would help create an inclusive environment and classroom for all of the students.

10:00 – 15:00

Create the first inclusive rule for the classroom with the students. (At the end of the lesson are some rules created that you may utilize)

15:00 – 25:00

Give the students 10 minutes to create 3-5 potential rules for the classroom. Students should be collaborating and working cooperatively peers, in groups of 3-4, to develop these rules.

During this time, circulate the classroom. Check to see how students are doing, if any help is needed, and what kind of rules are being created to promote inclusion.

25:00 – 30:00

Each group must now choose their favorite or two favorite rules that they have created as a group to be voted on whether or not it should be rule for their inclusive classroom.

Have a representative from each group write on the board the group's favorite or two favorite rules. These students will want to write these rules on the White Board so that all of the students may see and read them.

30:00 – 40:00

From this list created, have the students vote on their favorite ones based upon what they believe will help promote inclusion in the classroom most effectively. Each rule should be voted on individually by all of the students.

Make sure that there are at least 5 student-approved rules for the classroom.

If you feel that there should be additional rules for inclusion in the classroom, you may list and share these with the students to vote on. (You may use the ones created at the end of this lesson.)

Potential Rules for Inclusion in the ELA Classroom

1. We celebrate each other's successes.
2. We are a team and we respect each other.
3. We value differences and learn from each other.
4. We are encouraging and work together cooperatively.
5. We are helpful and accepting so that everyone is respected and is included in the classroom for assignments and discussions.

INCLUSION Poster Suggestions (You may pick one or create your own)

I	individuals
N	need
C	creative
L	lenses to
U	unite
S	society
I	in
O	our
N	nation

My own creation.
Could be
input/created on a
poster board.

FAIR ISN'T
everybody getting the
same thing.....

FAIR IS
everybody getting
what they need
In order to be
SUCCESSFUL.

Different
Individuals
Valuing
Each other
Regardless of
Skin
Intellect
Talents or
Years.



Ninth through Tenth Grade:

Mini-Unit

Lesson One

Common Core (Leaning) Standards

1. Watching the video and discussion
 - a. CCSS.ELA-Literacy.RL.9-10.4
Determine the meaning of words and phrases as they are used in the text
2. Group and class discussion
 - a. CCSS.ELA-Literacy.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Required Materials & Equipment

1. White board, Smart Board, or Projector
2. YouTube video: Acceptance through Equality, Diversity, and Respect (https://www.youtube.com/watch?v=o_rO-hgtq58)
3. Pens, Pencils, Highlighters, Paper

Key Vocabulary

1. Acceptance: The action or process of being received and to be admitted into a group.
2. Diversity: The act of understanding that each individual is unique and understanding differences in individuals such as race, ethnicity, sexual orientation, age, physical or mental capabilities, beliefs, and other opinions.
3. Inclusion: People with varying capabilities cooperatively working and/or interacting with one another in society.
4. Society: A body of individuals living as members of a community.

Accommodations (General)

1. Not needed

Lesson

0:00 – 5:00

Greet the students and see how they are doing.

5:00 – 15:00

On the board, or projector, have the Key Vocabulary written. Give the students' time to copy down the vocabulary and create their own definitions for each word based upon their prior knowledge and comprehension of each word.

Let some of the students volunteer and share their definitions. Then, show the students the definitions for each of these words. Provide the students some time to copy down these definitions as you read each word and definition aloud to the class. Provide any explanation necessary for the vocabulary.

15:00 – 20:00

Have the students watch the video.

20:00 – 25:00

In groups of 3-4, have students talk about the video they just watched. What do they think about the video? How does the video connect to the vocabulary they just learned? What are their thoughts about diversity and acceptance?

25:00 – 35:00

As a whole class, have the students from each group discuss what they talked about. How can we, as a class and individuals, become more accepting of those who are different from ourselves?

What do they think an inclusive and accepting classroom looks like? Have them explain their thoughts and reasoning.

35:00 – 40:00

Give students a preview of what they will be doing next time in class. See how they are feeling.

Lesson Two

Common Core (Leaning) Standards

1. Reading the story
 - a. CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Discussion for the reading
 - a. CCSS.ELA-Literacy.SL.9-10.1.c
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - b. CCSS.ELA-Literacy.SL.9-10.1.d
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Required Materials & Equipment

1. White Board, Smart Board, or Projector
2. Brief summary of Gabriel Garcia Marquez
3. *A Very Old Man with Enormous Wings* by Gabriel Garcia Marquez
(<http://albalearning.com/audiolibros/gmarquez/unsenor-en.html>)
4. UN SEÑOR MUY VIEJO CON UNAS ALAS ENORMES by Gabriel Garcia Marquez
(<http://albalearning.com/audiolibros/gmarquez/unsenor.html>)
5. Worksheet on Story
6. Pens, Pencils, Highlighters, Paper

Key Vocabulary

1. Acceptance: The action or process of being received and to be admitted into a group.
2. Diversity: The act of understanding that each individual is unique and understanding differences in individuals such as race, ethnicity, sexual orientation, age, physical or mental capabilities, beliefs, and other opinions.
3. Inclusion: People with varying capabilities cooperatively working and/or interacting with one another in society.
4. Society: A body of individuals living as members of a community.

Accommodations (General)

1. Story in Spanish to help ESL students struggling with reading comprehension in English.
2. Guided notes for students with reading comprehension difficulties. (Utilized SparkNotes)

Lesson

0:00 – 5:00

Greet the students and see how they are doing. Inform the students that they will be reading the short story, *A Very Old Man with Enormous Wings*, by Gabriel Garcia Marquez. Provide a brief history on Gabriel Garcia Marquez for the students (information provided at end of lesson) on the White Board, Samrt Board, or projector.

5:00 – 25:00

Give the students 20 minutes to read the story and complete the worksheet. Make sure that they are marking up the text by taking notes and and writing down their thoughts, reactions, and questions as they read.

25:00 – 35:00

Engage in a discussion with the class as whole pertaining to what they understood from the story and they thought the story was about. In order to promote inclusion and cooperation in the classroom, have any questions that the students may have answered by their peers and what they think.

Guide the students through the discussion, but have the students interacting and engaging in the discussion with one another in order to promote student discussion and gaining multiple perspectives and information from each other to expand their knowledge. This also helps to promote students becoming more independent and critical thinkers because they are relying on themselves more than they are relying on the teacher.

35:00 – 40:00

To end the class, have each of the students share something that they may have liked or learned from today's lesson about inclusion. (i.e.: how does reading a story written by an author from another country encourage inclusion and diversity in the classroom?)

Gabriel García Márquez (1928 – current)



- + Noble Prize Winner
- + Born in 1928 in the Aracataca, a small town in Colombia
- + Aracataca is located in the tropical, northern region of Colombia, between the mountains and sea
- + He grew up with his grandfather who was a pensioned colonel from the civil war in Colombia
- + Originally attended a Jesuit college to read law but left due to his work as a journalist
- + In 1954, he was sent to Rome for an assignment for his newspaper
- + After Rome, Gabriel lived predominately overseas in Paris, New York, Barcelona, and Mexico
- + Has written a many fictional stories as well as screenplays while continuing his work as a journalist.

A Very Old Man with Enormous Wings
by Gabriel Garcia Marquez

Translated by Gregory Rabassa

On the third day of rain they had killed so many crabs inside the house that Pelayo had to cross his drenched courtyard and throw them into the sea, because the newborn child had a temperature all night and they thought it was due to the stench. The world had been sad since Tuesday. Sea and sky were a single ash-gray thing and the sands of the beach, which on March nights glimmered like powdered light, had become a stew of mud and rotten shellfish. The light was so weak at noon that when Pelayo was coming back to the house after throwing away the crabs, it was hard for him to see what it was that was moving and groaning in the rear of the courtyard. He had to go very close to see that it was an old man, a very old man, lying face down in the mud, who, in spite of his tremendous efforts, couldn't get up, impeded by his enormous wings.

Frightened by that nightmare, Pelayo ran to get Elisenda, his wife, who was putting compresses on the sick child, and he took her to the rear of the courtyard. They both looked at the fallen body with a mute stupor. He was dressed like a ragpicker. There were only a few faded hairs left on his bald skull and very few teeth in his mouth, and his pitiful condition of a drenched great-grandfather took away any sense of grandeur he might have had. His huge buzzard wings, dirty and half-plucked, were forever entangled in the mud. They looked at him so long and so closely that Pelayo and Elisenda very soon overcame their surprise and in the end found him familiar. Then they dared speak to him, and he answered in an incomprehensible dialect with a strong sailor's voice. That was how they skipped over the inconvenience of the wings and quite intelligently concluded that he was a lonely castaway from some foreign ship wrecked by the storm. And yet, they called in a neighbor woman who knew everything about life and death to see him, and all she needed was one look to show them their mistake.

"He's an angel," she told them. "He must have been coming for the child, but the poor fellow is so old that the rain knocked him down."

On the following day everyone knew that a flesh-and-blood angel was held captive in Pelayo's house. Against the judgment of the wise neighbor woman, for whom angels in those times were the fugitive survivors of a celestial conspiracy, they did not have the heart to club him to death. Pelayo watched over him all afternoon from the kitchen, armed with his bailiff's club, and before going to bed he dragged him out of the mud and locked him up with the hens in the wire chicken coop. In the middle of the night, when the rain stopped, Pelayo and Elisenda were still killing crabs. A short time afterward the child woke up without a fever and with a desire to eat. Then they felt magnanimous and decided to put the angel on a raft with fresh water and provisions for three days and leave him to his fate on the high seas. But when they went out into the courtyard with the first light of dawn, they found the whole neighborhood in front of the chicken coop having fun with the angel, without the slightest reverence, tossing him things to eat through the openings in the wire as if he weren't a supernatural creature but a circus animal.

Father Gonzaga arrived before seven o'clock, alarmed at the strange news. By that time onlookers less frivolous than those at dawn had already arrived and they were making all kinds of conjectures concerning the captive's future. The simplest among them thought that he should be named mayor of the world. Others of sterner mind felt that he should be promoted to the rank of five-star general in order to win all wars. Some visionaries hoped that he could be put to stud in order to implant the earth a race of winged wise men who could take charge of the universe. But Father Gonzaga, before becoming a priest, had been a robust woodcutter. Standing by the wire, he reviewed his catechism in an instant and asked them to open the door so that he could take a close look at that pitiful man who looked more like a huge decrepit hen among the fascinated chickens. He was lying in the corner drying his open wings in the sunlight among the fruit peels and breakfast leftovers that the early risers had thrown him. Alien to the impertinences of the world, he only lifted his antiquarian eyes and murmured something in his dialect when Father Gonzaga went into the chicken coop and said good morning to him in Latin. The parish priest had his first suspicion of an imposter when he saw that he did not understand the language of God or know how to greet His ministers. Then he noticed that seen close up he was much too human: he had an unbearable smell of the outdoors, the back side of his wings was strewn with parasites and his main feathers had been mistreated by terrestrial winds, and nothing about him measured up to the proud dignity of angels. Then he came out of the chicken coop and in a brief sermon warned the curious against the risks of being ingenuous. He reminded them that the devil had the bad habit of making use of carnival tricks in order to confuse the unwary. He argued that if wings were not the essential element in determining the difference between a hawk and an airplane, they were even less so in the recognition of angels. Nevertheless, he promised to write a letter to his bishop so that the latter would write his primate so that the latter would write to the Supreme Pontiff in order to get the final verdict from the highest courts.

His prudence fell on sterile hearts. The news of the captive angel spread with such rapidity that after a few hours the courtyard had the bustle of a marketplace and they had to call in troops with fixed bayonets to disperse the mob that was about to knock the house down. Elisenda, her spine all twisted from sweeping up so much marketplace trash, then got the idea of fencing in the yard and charging five cents admission to see the angel.

The curious came from far away. A traveling carnival arrived with a flying acrobat who buzzed over the crowd several times, but no one paid any attention to him because his wings were not those of an angel but, rather, those of a sidereal bat. The most unfortunate invalids on earth came in search of health: a poor woman who since childhood has been counting her heartbeats and had run out of numbers; a Portuguese man who couldn't sleep because the noise of the stars disturbed him; a sleepwalker who got up at night to undo the things he had done while awake; and many others with less serious ailments. In the midst of that shipwreck disorder that made the earth tremble, Pelayo and Elisenda were happy with fatigue, for in less than a week they had crammed their rooms with money and the line of pilgrims waiting their turn to enter still reached beyond the horizon.

The angel was the only one who took no part in his own act. He spent his time trying to get comfortable in his borrowed nest, befuddled by the hellish heat of the oil lamps and sacramental candles that had been placed along the wire. At first they tried to make him eat some mothballs, which, according to the wisdom of the wise neighbor woman, were the food prescribed for

angels. But he turned them down, just as he turned down the papal lunches that the penitents brought him, and they never found out whether it was because he was an angel or because he was an old man that in the end ate nothing but eggplant mush. His only supernatural virtue seemed to be patience. Especially during the first days, when the hens pecked at him, searching for the stellar parasites that proliferated in his wings, and the cripples pulled out feathers to touch their defective parts with, and even the most merciful threw stones at him, trying to get him to rise so they could see him standing. The only time they succeeded in arousing him was when they burned his side with an iron for branding steers, for he had been motionless for so many hours that they thought he was dead. He awoke with a start, ranting in his hermetic language and with tears in his eyes, and he flapped his wings a couple of times, which brought on a whirlwind of chicken dung and lunar dust and a gale of panic that did not seem to be of this world. Although many thought that his reaction had not been one of rage but of pain, from then on they were careful not to annoy him, because the majority understood that his passivity was not that of a hero taking his ease but that of a cataclysm in repose.

Father Gonzaga held back the crowd's frivolity with formulas of maidservant inspiration while awaiting the arrival of a final judgment on the nature of the captive. But the mail from Rome showed no sense of urgency. They spent their time finding out if the prisoner had a navel, if his dialect had any connection with Aramaic, how many times he could fit on the head of a pin, or whether he wasn't just a Norwegian with wings. Those meager letters might have come and gone until the end of time if a providential event had not put an end to the priest's tribulations.

It so happened that during those days, among so many other carnival attractions, there arrived in the town the traveling show of the woman who had been changed into a spider for having disobeyed her parents. The admission to see her was not only less than the admission to see the angel, but people were permitted to ask her all manner of questions about her absurd state and to examine her up and down so that no one would ever doubt the truth of her horror. She was a frightful tarantula the size of a ram and with the head of a sad maiden. What was most heartrending, however, was not her outlandish shape but the sincere affliction with which she recounted the details of her misfortune. While still practically a child she had sneaked out of her parents' house to go to a dance, and while she was coming back through the woods after having danced all night without permission, a fearful thunderclap rent the sky in two and through the crack came the lightning bolt of brimstone that changed her into a spider. Her only nourishment came from the meatballs that charitable souls chose to toss into her mouth. A spectacle like that, full of so much human truth and with such a fearful lesson, was bound to defeat without even trying that of a haughty angel who scarcely deigned to look at mortals. Besides, the few miracles attributed to the angel showed a certain mental disorder, like the blind man who didn't recover his sight but grew three new teeth, or the paralytic who didn't get to walk but almost won the lottery, and the leper whose sores sprouted sunflowers. Those consolation miracles, which were more like mocking fun, had already ruined the angel's reputation when the woman who had been changed into a spider finally crushed him completely. That was how Father Gonzaga was cured forever of his insomnia and Pelayo's courtyard went back to being as empty as during the time it had rained for three days and crabs walked through the bedrooms.

The owners of the house had no reason to lament. With the money they saved they built a two-story mansion with balconies and gardens and high netting so that crabs wouldn't get in during

the winter, and with iron bars on the windows so that angels wouldn't get in. Pelayo also set up a rabbit warren close to town and gave up his job as a bailiff for good, and Elisenda bought some satin pumps with high heels and many dresses of iridescent silk, the kind worn on Sunday by the most desirable women in those times. The chicken coop was the only thing that didn't receive any attention. If they washed it down with creolin and burned tears of myrrh inside it every so often, it was not in homage to the angel but to drive away the dungheap stench that still hung everywhere like a ghost and was turning the new house into an old one. At first, when the child learned to walk, they were careful that he not get too close to the chicken coop. But then they began to lose their fears and got used to the smell, and before they child got his second teeth he'd gone inside the chicken coop to play, where the wires were falling apart. The angel was no less standoffish with him than with the other mortals, but he tolerated the most ingenious infamies with the patience of a dog who had no illusions. They both came down with the chicken pox at the same time. The doctor who took care of the child couldn't resist the temptation to listen to the angel's heart, and he found so much whistling in the heart and so many sounds in his kidneys that it seemed impossible for him to be alive. What surprised him most, however, was the logic of his wings. They seemed so natural on that completely human organism that he couldn't understand why other men didn't have them too.

When the child began school it had been some time since the sun and rain had caused the collapse of the chicken coop. The angel went dragging himself about here and there like a stray dying man. They would drive him out of the bedroom with a broom and a moment later find him in the kitchen. He seemed to be in so many places at the same time that they grew to think that he'd be duplicated, that he was reproducing himself all through the house, and the exasperated and unhinged Elisenda shouted that it was awful living in that hell full of angels. He could scarcely eat and his antiquarian eyes had also become so foggy that he went about bumping into posts. All he had left were the bare cannulae of his last feathers. Pelayo threw a blanket over him and extended him the charity of letting him sleep in the shed, and only then did they notice that he had a temperature at night, and was delirious with the tongue twisters of an old Norwegian. That was one of the few times they became alarmed, for they thought he was going to die and not even the wise neighbor woman had been able to tell them what to do with dead angels.

And yet he not only survived his worst winter, but seemed improved with the first sunny days. He remained motionless for several days in the farthest corner of the courtyard, where no one would see him, and at the beginning of December some large, stiff feathers began to grow on his wings, the feathers of a scarecrow, which looked more like another misfortune of decrepitude. But he must have known the reason for those changes, for he was quite careful that no one should notice them, that no one should hear the sea chanteys that he sometimes sang under the stars. One morning Elisenda was cutting some bunches of onions for lunch when a wind that seemed to come from the high seas blew into the kitchen. Then she went to the window and caught the angel in his first attempts at flight. They were so clumsy that his fingernails opened a furrow in the vegetable patch and he was on the point of knocking the shed down with the ungainly flapping that slipped on the light and couldn't get a grip on the air. But he did manage to gain altitude. Elisenda let out a sigh of relief, for herself and for him, when she watched him pass over the last houses, holding himself up in some way with the risky flapping of a senile vulture. She kept watching him even when she was through cutting the onions and she kept on

watching until it was no longer possible for her to see him, because then he was no longer an annoyance in her life but an imaginary dot on the horizon of the sea.

UN SEÑOR MUY VIEJO CON UNAS ALAS ENORMES

GABRIEL GARCÍA MÁRQUEZ

Al tercer día de lluvia habían matado tantos cangrejos dentro de la casa, que Pelayo tuvo que atravesar su patio anegado para tirarlos al mar, pues el niño recién nacido había pasado la noche con calenturas y se pensaba que era causa de la pestilencia. El mundo estaba triste desde el martes. El cielo y el mar eran una misma cosa de ceniza, y las arenas de la playa, que en marzo fulguraban como polvo de lumbré, se habían convertido en un caldo de lodo y mariscos podridos. La luz era tan mansa al mediodía, que cuando Pelayo regresaba a la casa después de haber tirado los cangrejos, le costó trabajo ver qué era lo que se movía y se quejaba en el fondo del patio. Tuvo que acercarse mucho para descubrir que era un hombre viejo, que estaba tumbado boca abajo en el lodazal, y a pesar de sus grandes esfuerzos no podía levantarse, porque se lo impedían sus enormes alas.

Asustado por aquella pesadilla, Pelayo corrió en busca de Elisenda, su mujer, que estaba poniéndole compresas al niño enfermo, y la llevó hasta el fondo del patio. Ambos observaron el cuerpo caído con un callado estupor. Estaba vestido como un traperero. Le quedaban apenas unas hilachas descoloridas en el cráneo pelado y muy pocos dientes en la boca, y su lastimosa condición de bisabuelo ensopado lo había desprovisto de toda grandeza. Sus alas de gallinazo grande, sucias y medio desplumadas, estaban encalladas para siempre en el lodazal. Tanto lo observaron, y con tanta atención, que Pelayo y Elisenda se sobrepusieron muy pronto del asombro y acabaron por encontrarlo familiar. Entonces se atrevieron a hablarle, y él les contestó en un dialecto incomprensible pero con una buena voz de navegante. Fue así como pasaron por alto el inconveniente de las alas, y concluyeron con muy buen juicio que era un náufrago solitario de alguna nave extranjera abatida por el temporal. Sin embargo, llamaron para que lo viera a una vecina que sabía todas las cosas de la vida y la muerte, y a ella le bastó con una mirada para sacarlos del error.

— Es un ángel —les dijo—. Seguro que venía por el niño, pero el pobre está tan viejo que lo ha tumbado la lluvia.

Al día siguiente todo el mundo sabía que en casa de Pelayo tenían cautivo un ángel de carne y hueso. Contra el criterio de la vecina sabia, para quien los ángeles de estos tiempos eran sobrevivientes fugitivos de una conspiración celestial, no habían tenido corazón para matarlo a palos. Pelayo estuvo vigilándolo toda la tarde desde la cocina, armado con un garrote de alguacil, y antes de acostarse lo sacó a rastras del lodazal y lo encerró con las gallinas en el gallinero alumbrado. A media noche, cuando terminó la lluvia, Pelayo y Elisenda seguían matando cangrejos. Poco después el niño despertó sin fiebre y con deseos de comer. Entonces se sintieron magnánimos y decidieron poner al ángel en una balsa con agua dulce y provisiones para tres días, y abandonarlo a su suerte en altamar. Pero cuando salieron al patio con las primeras luces, encontraron a todo el vecindario frente al gallinero, retozando con el ángel sin la menor devoción y echándole cosas de comer por los huecos de las alambradas, como si no fuera una criatura sobrenatural sino un animal de circo.

El padre Gonzaga llegó antes de las siete alarmado por la desproporción de la noticia. A esa hora ya habían acudido curiosos menos frívolos que los del amanecer, y habían hecho toda clase de

conjeturas sobre el porvenir del cautivo. Los más simples pensaban que sería nombrado alcalde del mundo. Otros, de espíritu más áspero, suponían que sería ascendido a general de cinco estrellas para que ganara todas las guerras. Algunos visionarios esperaban que fuera conservado como semental para implantar en la tierra una estirpe de hombres alados y sabios que se hicieran cargo del Universo. Pero el padre Gonzaga, antes de ser cura, había sido leñador macizo. Asomado a las alambradas repasó un instante su catecismo, y todavía pidió que le abrieran la puerta para examinar de cerca de aquel varón de lástima que más parecía una enorme gallina decrepita entre las gallinas absortas. Estaba echado en un rincón, secándose al sol las alas extendidas, entre las cáscaras de fruta y las sobras de desayunos que le habían tirado los madrugadores. Ajeno a las impertinencias del mundo, apenas si levantó sus ojos de anticuario y murmuró algo en su dialecto cuando el padre Gonzaga entró en el gallinero y le dio los buenos días en latín. El párroco tuvo la primera sospecha de impostura al comprobar que no entendía la lengua de Dios ni sabía saludar a sus ministros. Luego observó que visto de cerca resultaba demasiado humano: tenía un insoportable olor de intemperie, el revés de las alas sembrado de algas parasitarias y las plumas mayores maltratadas por vientos terrestres, y nada de su naturaleza miserable estaba de acuerdo con la egregia dignidad de los ángeles. Entonces abandonó el gallinero, y con un breve sermón previno a los curiosos contra los riesgos de la ingenuidad. Les recordó que el demonio tenía la mala costumbre de recurrir a artificios de carnaval para confundir a los incautos. Argumentó que si las alas no eran el elemento esencial para determinar las diferencias entre un gavilán y un aeroplano, mucho menos podían serlo para reconocer a los ángeles. Sin embargo, prometió escribir una carta a su obispo, para que éste escribiera otra al Sumo Pontífice, de modo que el veredicto final viniera de los tribunales más altos.

Su prudencia cayó en corazones estériles. La noticia del ángel cautivo se divulgó con tanta rapidez, que al cabo de pocas horas había en el patio un alboroto de mercado, y tuvieron que llevar la tropa con bayonetas para espantar el tumulto que ya estaba a punto de tumbar la casa. Elisenda, con el espinazo torcido de tanto barrer basura de feria, tuvo entonces la buena idea de tapiar el patio y cobrar cinco centavos por la entrada para ver al ángel.

Vinieron curiosos hasta de la Martinica. Vino una feria ambulante con un acróbata volador, que pasó zumbando varias veces por encima de la muchedumbre, pero nadie le hizo caso porque sus alas no eran de ángel sino de murciélago sideral. Vinieron en busca de salud los enfermos más desdichados del Caribe: una pobre mujer que desde niña estaba contando los latidos de su corazón y ya no le alcanzaban los números, un jamaicano que no podía dormir porque lo atormentaba el ruido de las estrellas, un sonámbulo que se levantaba de noche a deshacer dormido las cosas que había hecho despierto, y muchos otros de menor gravedad. En medio de aquel desorden de naufragio que hacía temblar la tierra, Pelayo y Elisenda estaban felices de cansancio, porque en menos de una semana atiborraron de plata los dormitorios, y todavía la fila de peregrinos que esperaban su turno para entrar llegaba hasta el otro lado del horizonte. El ángel era el único que no participaba de su propio acontecimiento. El tiempo se le iba buscando acomodo en su nido prestado, aturdido por el calor de infierno de las lámparas de aceite y las velas de sacrificio que le arrimaban a las alambradas. Al principio trataron de que comiera cristales de alcanfor, que, de acuerdo con la sabiduría de la vecina sabia, era el alimento específico de los ángeles. Pero él los despreciaba, como despreció sin probarlos los almuerzos papales que le llevaban los penitentes, y nunca se supo si fue por ángel o por viejo que terminó comiendo nada más que papillas de berenjena. Su única virtud sobrenatural parecía ser la paciencia. Sobre todo

en los primeros tiempos, cuando le picoteaban las gallinas en busca de los parásitos estelares que proliferaban en sus alas, y los baldados le arrancaban plumas para tocarse con ellas sus defectos, y hasta los más piadosos le tiraban piedras tratando de que se levantara para verlo de cuerpo entero. La única vez que consiguieron alterarlo fue cuando le abrasaron el costado con un hierro de marcar novillos, porque llevaba tantas horas de estar inmóvil que lo creyeron muerto. Despertó sobresaltado, despotricando en lengua hermética y con los ojos en lágrimas, y dio un par de aletazos que provocaron un remolino de estiércol de gallinero y polvo lunar, y un ventarrón de pánico que no parecía de este mundo. Aunque muchos creyeron que su reacción no había sido de rabia sino de dolor, desde entonces se cuidaron de no molestarlo, porque la mayoría entendió que su pasividad no era la de un héroe en uso de buen retiro sino la de un cataclismo en reposo.

El padre Gonzaga se enfrentó a la frivolidad de la muchedumbre con fórmulas de inspiración doméstica, mientras le llegaba un juicio terminante sobre la naturaleza del cautivo. Pero el correo de Roma había perdido la noción de la urgencia. El tiempo se les iba en averiguar si el convicto tenía ombligo, si su dialecto tenía algo que ver con el arameo, si podía caber muchas veces en la punta de un alfiler, o si no sería simplemente un noruego con alas. Aquellas cartas de parsimonia habrían ido y venido hasta el fin de los siglos, si un acontecimiento providencial no hubiera puesto término a las tribulaciones del párroco.

Sucedió que por esos días, entre muchas otras atracciones de las ferias errantes del Caribe, llevaron al pueblo el espectáculo triste de la mujer que se había convertido en araña por desobedecer a sus padres. La entrada para verla no sólo costaba menos que la entrada para ver al ángel, sino que permitían hacerle toda clase de preguntas sobre su absurda condición, y examinarla al derecho y al revés, de modo que nadie pusiera en duda la verdad del horror. Era una tarántula espantosa del tamaño de un carnero y con la cabeza de una doncella triste. Pero lo más desgarrador no era su figura de disparate, sino la sincera aflicción con que contaba los pormenores de su desgracia: siendo casi una niña se había escapado de la casa de sus padres para ir a un baile, y cuando regresaba por el bosque después de haber bailado toda la noche sin permiso, un trueno pavoroso abrió el cielo en dos mitades, y por aquella grieta salió el relámpago de azufre que la convirtió en araña. Su único alimento eran las bolitas de carne molida que las almas caritativas quisieran echarle en la boca. Semejante espectáculo, cargado de tanta verdad humana y de tan temible escarmiento, tenía que derrotar sin proponérselo al de un ángel despectivo que apenas si se dignaba mirar a los mortales. Además los escasos milagros que se le atribuían al ángel revelaban un cierto desorden mental, como el del ciego que no recobró la visión pero le salieron tres dientes nuevos, y el del paralítico que no pudo andar pero estuvo a punto de ganarse la lotería, y el del leproso a quien le nacieron girasoles en las heridas. Aquellos milagros de consolación que más bien parecían entretenimientos de burla, habían quebrantado ya la reputación del ángel cuando la mujer convertida en araña terminó de aniquilarla. Fue así como el padre Gonzaga se curó para siempre del insomnio, y el patio de Pelayo volvió a quedar tan solitario como en los tiempos en que llovió tres días y los cangrejos caminaban por los dormitorios.

Los dueños de la casa no tuvieron nada que lamentar. Con el dinero recaudado construyeron una mansión de dos plantas, con balcones y jardines, y con sardineles muy altos para que no se metieran los cangrejos del invierno, y con barras de hierro en las ventanas para que no se metieran los ángeles. Pelayo estableció además un criadero de conejos muy cerca del pueblo y renunció para siempre a su mal empleo de alguacil, y Elisenda se compró unas zapatillas satinadas de

tacones altos y muchos vestidos de seda tornasol, de los que usaban las señoras más codiciadas en los domingos de aquellos tiempos. El gallinero fue lo único que no mereció atención. Si alguna vez lo lavaron con creolina y quemaron las lágrimas de mirra en su interior, no fue por hacerle honor al ángel, sino por conjurar la pestilencia de muladar que ya andaba como un fantasma por todas partes y estaba volviendo vieja la casa nueva. Al principio, cuando el niño aprendió a caminar, se cuidaron de que no estuviera cerca del gallinero. Pero luego se fueron olvidando del temor y acostumbrándose a la peste, y antes de que el niño mudara los dientes se había metido a jugar dentro del gallinero, cuyas alambradas podridas se caían a pedazos. El ángel no fue menos displicente con él que con el resto de los mortales, pero soportaba las infamias más ingeniosas con una mansedumbre de perro sin ilusiones. Ambos contrajeron la varicela al mismo tiempo. El médico que atendió al niño no resistió la tentación de auscultar al ángel, y encontró tantos soplos en el corazón y tantos ruidos en los riñones, que no le pareció posible que estuviera vivo. Lo que más le asombró, sin embargo, fue la lógica de sus alas. Resultaban tan naturales en aquel organismo completamente humano, que no podía entender por qué no las tenían también los otros hombres.

Cuando el niño fue a la escuela, hacía mucho tiempo que el sol y la lluvia habían desbaratado el gallinero. El ángel andaba arrastrándose por acá y por allá como un moribundo sin dueño. Lo sacaban a escobazos de un dormitorio y un momento después lo encontraban en la cocina. Parecía estar en tantos lugares al mismo tiempo, que llegaron a pensar que se desdoblaba, que se repetía a sí mismo por toda la casa, y la exasperada Elisenda gritaba fuera de quicio que era una desgracia vivir en aquel infierno lleno de ángeles. Apenas si podía comer, sus ojos de anticuario se le habían vuelto tan turbios que andaba tropezando con los horcones, y ya no le quedaban sino las cánulas peladas de las últimas plumas. Pelayo le echó encima una manta y le hizo la caridad de dejarlo dormir en el cobertizo, y sólo entonces advirtieron que pasaba la noche con calenturas delirantes en trabalenguas de noruego viejo. Fue esa una de las pocas veces en que se alarmaron, porque pensaban que se iba a morir, y ni siquiera la vecina sabia había podido decirles qué se hacía con los ángeles muertos.

Sin embargo, no sólo sobrevivió a su peor invierno, sino que pareció mejor con los primeros soles. Se quedó inmóvil muchos días en el rincón más apartado del patio, donde nadie lo viera, y a principios de diciembre empezaron a nacerle en las alas unas plumas grandes y duras, plumas de pajarraco viejo, que más bien parecían un nuevo percance de la decrepitud. Pero él debía conocer la razón de estos cambios, porque se cuidaba muy bien de que nadie los notara, y de que nadie oyera las canciones de navegantes que a veces cantaba bajo las estrellas. Una mañana, Elisenda estaba cortando rebanadas de cebolla para el almuerzo, cuando un viento que parecía de alta mar se metió en la cocina. Entonces se asomó por la ventana, y sorprendió al ángel en las primeras tentativas del vuelo. Eran tan torpes, que abrió con las uñas un surco de arado en las hortalizas y estuvo a punto de desbaratar el cobertizo con aquellos aletazos indignos que resbalaban en la luz y no encontraban asidero en el aire. Pero logró ganar altura. Elisenda exhaló un suspiro de descanso, por ella y por él, cuando lo vio pasar por encima de las últimas casas, sustentándose de cualquier modo con un azaroso aleteo de buitre senil. Siguió viéndolo hasta cuando acabó de cortar la cebolla, y siguió viéndolo hasta cuando ya no era posible que lo pudiera ver, porque entonces ya no era un estorbo en su vida, sino un punto imaginario en el horizonte del mar.

Plot Overview from Sparknotes for:
A Very Old Man with Enormous Wings
(Guided Notes)

One day, while killing crabs during a rainstorm that has lasted for several days, Pelayo discovers a homeless, disoriented old man in his courtyard who happens to have very large wings. The old man is filthy and apparently senile, and speaks an unintelligible language. After consulting a neighbor woman, Pelayo and his wife, Elisenda, conclude that the old man must be an angel who had tried to come and take their sick child to heaven. The neighbor woman tells Pelayo that he should club the angel to death, but Pelayo and Elisenda take pity on their visitor, especially after their child recovers.

Pelayo and Elisenda keep the old man in their chicken coop, and he soon begins to attract crowds of curious visitors. Father Gonzaga, the local priest, tells the people that the old man is probably not an angel because he's shabby and doesn't speak Latin. Father Gonzaga decides to ask his bishop for guidance.

Despite Father Gonzaga's efforts, word of the old man's existence soon spreads, and pilgrims come from all over to seek advice and healing from him. One woman comes because she'd been counting her heartbeats since childhood and couldn't continue counting. An insomniac visits because he claims that the stars in the night sky are too noisy. The crowd eventually grows so large and disorderly with the sick and curious that Elisenda begins to charge admission. For the most part, the old man ignores the people, even when they pluck his feathers and throw stones at him to make him stand up. He becomes enraged, however, when the visitors sear him with a branding iron to see whether he's still alive.

Father Gonzaga does his best to restrain the crowd, even as he waits for the Church's opinion on the old man. The crowd starts to disperse when a traveling freak show arrives in the village. People flock to hear the story of the so-called spider woman, a woman who'd been transformed into a giant tarantula with the head of a woman after she'd disobeyed her parents. The sad tale of the spider woman is so popular that people quickly forget the old man, who'd performed only a few pointless semimiracles for his pilgrims.

Pelayo and Elisenda have nevertheless grown quite wealthy from the admission fees Elisenda had charged. Pelayo quits his job and builds a new, larger house. The old man continues to stay with them, still in the chicken coop, for several years, as the little boy grows older. When the chicken coop eventually collapses, the old man moves into the adjacent shed, but he often wanders from room to room inside the house, much to Elisenda's annoyance.

Just when Pelayo and Elisenda are convinced that the old man will soon die, he begins to regain his strength. His feathers grow back and he begins to sing sea chanteys (sailors' songs) to himself at night. One day the old man stretches his wings and takes off into the air, and Elisenda watches him disappear over the horizon.

A Very Old Man with Enormous
By Gabriel Garcia Marquez

Name: _____

Date: _____

Directions: Answer the following questions based upon your comprehension and understanding of the story. Please be sure to **answer in complete sentences**.

1. Who does Pelayo find and what does he conclude with his wife of what he has found? Do you agree or disagree with Pelayo's conclusion and why? Explain.

2. From what we learn about Father Gonzaga in the story, what is your interpretation and inference for why he would not believe that the old man is an angel? What other reasons, not stated directly in the story could lead Father Gonzaga to question and not believe this?

3. At the end of story, why would Elisenda feel relief? Interpret and create your own conclusion for why the author has Pelayo find the old man, but Elisenda watches him leave? What might this signify or reveal about these two characters?

Lesson Three

Common Core (Leaning) Standards

1. Reading the story
 - a. CCSS.ELA-Literacy.RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text
 - b. CCSS.ELA-Literacy.RL.9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it
2. Discussion for the reading
 - c. CCSS.ELA-Literacy.SL.9-10.1.c
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. CCSS.ELA-Literacy.SL.9-10.1.d
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Required Materials & Equipment

1. White Board, Smart Board, or Projector
2. Brief summary of Ernest Hemingway
3. *The Sea Change* by Ernest Hemingway
(<https://lostgayfiction.wordpress.com/2011/06/23/the-sea-change-by-ernest-hemingway/>)
4. *El Cambio*, Spanish translation from Babble for *The Sea Change*
5. White board or Smart Board
6. Worksheet on Story
7. Pens, Pencils, Highlighters, Paper

Key Vocabulary

1. Acceptance: The action or process of being received and to be admitted into a group.
2. Diversity: The act of understanding that each individual is unique and understanding differences in individuals such as race, ethnicity, sexual orientation, age, physical or mental capabilities, beliefs, and other opinions.
3. Inclusion: People with varying capabilities cooperatively working and/or interacting with one another in society.
4. Society: A body of individuals living as members of a community.

Accommodations (General)

3. Story in Spanish to help ESL students struggling with reading comprehension in English.
4. Guided notes for students with reading comprehension difficulties. (Utilized enotes)

Lesson

0:00 – 5:00

Greet the students and see how they are doing. Notify the students that they will be reading another short story, called *The Sea Change* by Ernest Hemingway. Provide a brief history on Ernest Hemingway for the students (information provided at end of lesson) on the White Board, Samrt Board, or projector.

Do not inform the students that this story pertains to bisexuality. See if they are able to discover this on their own as they critically read and think about the story.

5:00 – 20:00

Give the students 15 minutes to read the story and complete the worksheet. Make sure that they are marking up the text by taking notes and writing down their thoughts, reactions, and questions as they read.

20:00 – 30:00

Engage in a discussion with the class as whole pertaining to what they understood from the story and they thought the story was about. In order to promote inclusion and cooperation in the classroom, have any questions that the students may have answered by their peers and what they think.

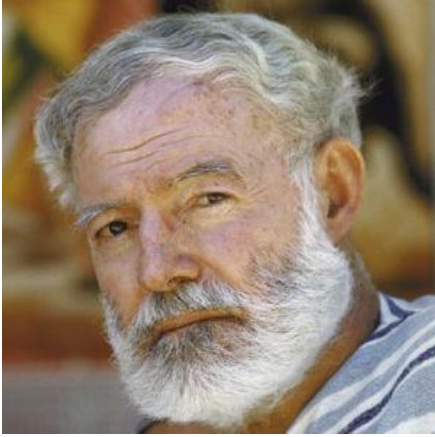
Guide the students through the discussion, but have the students interacting and engaging in the discussion with one another in order to promote student discussion and gaining multiple perspectives and information from each other to expand their knowledge. This also helps to promote students becoming more independent and critical thinkers because they are relying on themselves more than they are relying on the teacher.

30:00 – 40:00

Now, have the students examine as a class the two stories that they have read (*A Very Old Man with Enormous Wings* and *The Sea Change*). Why do they think you, as the teacher, had them reading and discussing these two stories for a unit on inclusion? How does this promote or impact inclusion? Should stories about different cultures and lifestyles be read more commonly in the ELA classroom?

What does reading various types of literature do for an inclusive classroom and why?

Ernest Hemingway (1899 – 1961)



- ✓ Noble Prize Winner
- ✓ Born in 1899 in Cicero, Illinois
- ✓ In high school, worked on the school newspaper
- ✓ In 1918, went overseas to serve in WWI
 - ambulance driver in the Italian Army
- ✓ Committed suicide in July 2, 1961 in Ketchum, Idaho

THE SEA CHANGE

by Ernest Hemingway

“ALL RIGHT,” SAID THE MAN. “WHAT ABOUT IT?”

“No,” said the girl, “I can’t.”

“You mean you won’t.”

“I can’t,” said the girl.

“That’s all that I mean.”

“You mean that you won’t.”

“All right,” said the girl. “You have it your own way.”

“I don’t have it my own way. I wish to God I did.”

“You did for a long time,” the girl said.

It was early, and there was no one in the cafe except the barman and these two who sat together at a table in the corner. It was the end of the summer and they were both tanned, so that they looked out of place in Paris. The girl wore a tweed suit, her skin was a smooth golden brown, her blonde hair was cut short and grew beautifully away from her forehead. The man looked at her.

“I’ll kill her,” he said.

“Please don’t,” the girl said. She had very fine hands and the man looked at them. They were slim and brown and very beautiful.

“I will. I swear to God I will.”

“It won’t make you happy.”

“Couldn’t you have gotten into something else? Couldn’t you have gotten into some other jam?”

“It seems not,” the girl said. “What are you going to do about it?”



“I told you.”

“No; I mean really.”

“I don’t know,” he said. She looked at him and put out her hand. “Poor old Phil,” she said. He looked at her hands, but he did not touch her hand with his.

“No, thanks,” he said.

“It doesn’t do any good to say I’m sorry?”

“No.”

“Nor to tell you how it is?”

“I’d rather not hear.”

“I love you very much.”

“Yes, this proves it.”

“I’m sorry,” she said, “if you don’t understand.”

“I understand. That’s the trouble. I understand.”

“You do,” she said. “That makes it worse, of course.”

“Sure,” he said, looking at her. “I’ll understand all the time. All day and all night. Especially all night. I’ll understand. You don’t have to worry about that.”

“I’m sorry,” she said.

“If it was a man—”

“Don’t say that. It wouldn’t be a man. You know that. Don’t you trust me?”

“That’s funny,” he said. “Trust you. That’s really funny.”

“I’m sorry,” she said. “That’s all I seem to say. But when we do understand each other, there’s no use to pretend we don’t.”

“No,” he said. “I suppose not.”

“I’ll come back if you want me.”

“No. I don’t want you.”

Then they did not say anything for a while.

“You don’t believe I love you, do you?” the girl asked.

“Let’s not talk rot,” the man said.

“Don’t you really believe I love you?”

“Why don’t you prove it?”

“You didn’t use to be that way. You never asked me to prove anything. That isn’t polite.”

“You’re a funny girl.”

“You’re not. You’re a fine man and it breaks my heart to go off and leave you—”

“You have to, of course.”

“Yes,” she said. “I have to and you know it.”

He did not say anything and she looked at him and put her hand out again. The barman was at the far end of the bar. His face was white and so was his jacket. He knew these two and thought them a handsome young couple. He had seen many handsome young couples break up and new couples form that were never so handsome long. He was not thinking about this, but about a horse. In half an hour he could send across the street to find if the horse had won.

“Couldn’t you just be good to me and let me go?” the girl asked.

“What do you think I’m going to do?”

Two people came in the door and went up to the bar.

“Yes, sir,” the barman took the orders.

“You can’t forgive me? When you know about it?” the girl asked.

“No.”

“You don’t think things we’ve had and done should make any difference in understanding?”

“Vice is a monster of such fearful men,” the young man said bitterly, “that to be something or other needs but to be seen. Then we something, something, then embrace.” He could not remember the words. “I can’t quote,” he said.

“Let’s not say vice,” she said. “That’s not very polite.”

“Perversion,” he said.

“James,” one of the clients addressed the barman, “you’re looking very well.”

“You’re looking very well yourself,” the barman said.

“Old James,” the other client said. “You’re fatter, James.”

“It’s terrible,” the barman said, “the way I put it on.”

“Don’t neglect to insert the brandy, James,” the first client said.”

“No, sir,” said the barman. “Trust me!”

The two at the bar looked over at the two at the table, then looked back at the barman again. Towards the barman was the comfortable direction.

“I’d like it better if you didn’t use words like that,” the girl said. “There’s no necessity to use a word like that.”

“What do you want me to call it?”

“You don’t have to call it. You don’t have to put any name to it.”

“That’s the name for it.”

“No,” she said. “We’re made up of all sorts of things. You’ve known that. You’ve used it well enough.”

“You don’t have to say that again.”

“Because that explains it to you.”

“All right,” he said. “All right.”

“You mean all wrong. I know. It’s all wrong. But I’ll come back. I told you I’d come back. I’ll come back right away.”

“No, you won’t.”

“I’ll come back.”

“No, you won’t. Not to me.”

“You’ll see.”

“Yes,” he said. “That’s the hell of it. You probably will.”

“Of course I will.”

“Go on, then.”

“Really?” She could not believe him, but her voice was happy.

“Go on,” his voice sounded strange to him. He was looking at her, at the way her mouth went and the curve of her cheek bones, at her eyes and at the way her hair grew on her forehead and at the edge of her ear and at her neck.

“Not really. Oh, you’re too sweet,” she said. “You’re too good to me.”

“And when you come back tell me all about it.” His voice sounded very strange. He did not recognize it. She looked at him quickly. He was settled into something.

“You want me to go?” she asked seriously.

“Yes,” he said seriously. “Right away.” His voice was not the same, and his mouth was very dry. “Now,” he said.

She stood up and went out quickly. She did not look back at him. He watched her go. He was not the same looking man as he had been before he had told her to go. He got up from the table, picked up the two checks and went over to the bar with them.

“I’m a different man, James,” he said to the barman. “You see in me quite a different man.”

“Yes, sir?” said James.

“Vice,” said the brown young man, “is a very strange thing, James.” He looked out the door. He saw her going down the street. As he looked in the glass, he saw he was really quite a different looking man. The other two at the bar moved down to make room for him.

“You’re right there, sir,” James said.

The other two moved down a little more, so that he would be quite comfortable. The young man saw himself in the mirror behind the bar. “I said I was a different man, James,” he said. Looking into the mirror he saw that this was quite true. “You look very well, sir,” James said.

“You must have had a very good summer.”

El CAMBIO

Ernest Hemingway

Muy bien," dijo el hombre. "Qué?"

"Quieres decir que no".

"No puedo", dijo la chica.

"Eso es todo lo que quiero decir".

"Quieres decir que no".

"Muy bien", dice la chica. "Lo tiene su propio camino".

"No tengo mi propio camino. Deseo que Dios me hizo".

"Hiciste durante un largo tiempo", dice la niña.

Era temprano y no había nadie en la cafetería, excepto el barman, y estos dos que se sentaron juntos en una mesa en la esquina. Era el fin del verano y ambos eran morenos, de manera que parecía fuera de lugar en París. La niña vestía un traje de tweed, su piel era de un color marrón dorado suave, su pelo rubio fue corta y creció maravillosamente lejos de su frente. El hombre estaba en ella.

"Voy a matarla", dijo.

"Por favor, no", dice la niña. Tenía las manos muy finas y el hombre las miraba. Fueron delgado y marrón y muy hermoso.

"Lo haré. Lo juro por Dios que lo haré."

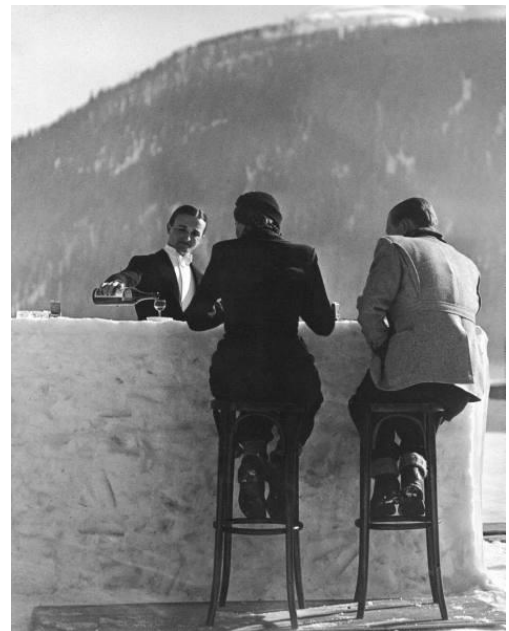
"No te hace feliz".

"No podría usted haber entrado en otra cosa? No podría usted se ha metido en algunos otros mermelada?"

"Parece que no", dice la niña. "¿Qué vas a hacer al respecto?"

"Yo le dije a usted."

"No, me refiero a realmente."



"No sé", dijo. Ella le miró y puso su mano. "Pobre viejo Phil," dijo ella. Él miró sus manos, pero él no le toca la mano con la suya.

"No, gracias", dijo.

"No le hace ningún bien a decir lo siento?"

"No."

"Ni decirle cómo es?"

"Yo preferiría no escuchar."

"Yo te amo mucho."

"Sí, esto lo demuestra."

"Lo siento", dice ella, "si no entienden."

"Entiendo. Ese es el problema. Entiendo".

"Usted", dijo. "Que lo empeora, por supuesto".

"Seguro", dijo, mirándola. "Yo voy a entender todo el tiempo. Durante todo el día y toda la noche. Especialmente toda la noche. Voy a entender. Usted no tiene que preocuparse por eso".

"Lo siento", dijo ella.

"Si es un hombre-"

"No digas eso. No sería un hombre. Ustedes lo saben. ¿Usted no confía en mí?".

"Eso es divertido", dijo. "confiar en usted. Eso es realmente gracioso".

"Lo siento", dijo ella. "Eso es todo lo que parece decir. Pero cuando comprendemos el uno al otro, no hay ningún uso para fingir no tenemos".

"No," dijo. "Supongo que no".

"Volveré si me quieren".

"No. No te quiero".

Luego ellos no dicen nada por un tiempo.

"No te lo crees te amo, ¿y tú?" preguntó la chica.

"No vamos a hablar rot", dijo el hombre.

"No creo que realmente te amo?"

"¿Por qué no probarlo?"

"Usted no utilizar para ser de esa manera. Usted nunca me preguntó nada que demostrar. Que no esté educado".

"Eres una chica tonta".

"Tú no eres. Eres un buen hombre y mi corazón se rompe para apagarse y le dejan-"

"Usted tiene que, por supuesto".

"Sí", dijo. "yo y tú lo sabes".

No dijo nada y ella le miró y puso su mano de nuevo. El barman era en el extremo de la barra. Su rostro estaba blanco y así fue su chaqueta. Él sabía que estos dos y pensamiento ellos un guapo joven pareja. Había visto a muchas parejas jóvenes guapos romper y formar nuevas parejas que nunca fueron tan guapo de largo. Él no estaba pensando en esto, pero sobre un caballo. En la mitad de una hora se podría enviar al cruzar la calle para encontrar si el caballo había ganado.

"No podría usted acaba de ser bueno para mí y me deja ir?" preguntó la chica.

"¿Qué crees que voy a hacer?"

Dos personas vinieron en la puerta y subí a la barra.

"Sí, Señor", el barman tomó las órdenes.

"Usted no puede perdonarme? Cuando tú lo sabes?" preguntó la chica.

"No."

"No creo que las cosas que hemos tenido y de hecho debería hacer cualquier diferencia de interpretación?"

"El vicio es un monstruo de esos hombres miedosos", el joven dijo amargamente, "que es algo u otras necesidades pero para ser visto. Entonces tenemos algo, entonces abrazo." Él no podía recordar las palabras. "No puedo cotizar", dijo.

No digamos "vicio", dijo. "Eso no es muy educado".

"Perversión", dijo.

"James", uno de los clientes, dirigida, el barman, "Estás mirando muy bien".

"Usted está buscando muy bien a sí mismo", dijo el barman.

"Viejo James", dijo el otro cliente. "estás más gordo, James".

"Es terrible", el barman, dijo, "la manera en que lo pongo en".

"No olvide insertar el brandy, James", dijo el primer cliente".

"No, señor," dijo el barman. "Confía en mí!".

Los dos en el bar miró a los dos en la tabla y, a continuación, miró a la barman nuevo. Hacia el barman era el sentido cómodo.

"Me gustaría que mejor si no utilice palabras como "eso", dice la niña. "No hay necesidad de usar una palabra como "eso".

"Qué quieres llamarlo?".

"Usted no tiene que llamar. Usted no tiene que poner ningún nombre para ella".

"Ese es el nombre para ella".

"No," ella dijo. "Estamos hechos de todo tipo de cosas. Has sabido eso. Has usado bastante bien".

"Usted no tiene que decir que de nuevo".

"Porque el que lo explica a usted".

"Muy bien", dijo. "Muy bien".

"Quiere decir que todo mal. Lo sé. Todo esto es incorrecto. Pero volveré. Te dije que regresaría. Volveré enseguida".

"No. Usted no".

"Volveré".

"No, no podrá. No a mí".

"Verá".

"Sí," dijo. "Eso es el infierno de él. Usted probablemente".

"Por supuesto que lo haré."

"Vaya, entonces".

"Realmente?" Ella no podía creer que él, pero su voz era feliz.

"Go on", su voz sonaba muy extraño para él. Estaba buscando en ella, en la forma de su boca salía y la curva de su mejilla huesos, en los ojos y en la manera en que su pelo creció en su frente y en el borde de su oreja y en su cuello.

"No realmente. Oh, eres demasiado dulce", dijo. "Eres demasiado bueno para mí".

"Y cuando vuelvas a decirme todo acerca de él." Su voz sonaba muy extraño. Él no lo reconoce. Ella le miró rápidamente. Fue asentado en algo.

"Me quieres ir?" preguntó seriamente.

"Sí," dijo seriamente. "Enseguida." Su voz no era la misma, y su boca era muy seco. "Ahora", dijo.

Ella se levantó y salió rápidamente. Ella no mirar hacia atrás en él. Él miró a su ir. Él no era el mismo hombre mirando como había sido antes de que él le había dicho a ir. Él se levantó de la mesa, recogió los dos controles y pasaron al bar con ellos.

"Soy un hombre diferente, James", le dijo al barman. "usted vea en mí todo un hombre diferente".

"Sí, señor?", dijo James.

"Vicio", dice el joven Brown, "es una cosa muy extraña, James." Él miró a la puerta. Vio bajando la calle. Como miró en el cristal, él vio que él era realmente un hombre de aspecto diferente. Los otros dos en el bar movido hacia abajo para hacer espacio para él.

"Tienes razón, señor," dijo James.

Los otros dos se trasladó hacia abajo un poco más, así que sería bastante cómodo. El joven se veía a sí mismo en el espejo detrás de la barra. "Me dijo que yo era un hombre diferente, James," dijo. Mirando en el espejo vio que esto era cierto. "Te ves muy bien, señor," dijo James

"Debe haber tenido un muy buen verano".

Plot Overview for:
The Sea Change
(Guided Notes)

The setting of the story is early daytime in a café located in Paris. It is near the end of summer. In this café, a man and woman are in a disagreement with one another. Their conversation is unclear as to what their disagreement is about. Through the woman, we learn that the man's name is Phil.

As their conversation continues, we learn that the woman is sorry about doing something that has upset Phil. Phil is not prepared to forgive the woman, which hurts her feelings because she claims to love Phil. Based upon Phil's responses and answers to the woman, it's discovered that the woman did not have an affair with another man. During this conversation and discovery, the narration begins to talk about the bartender, who is not paying attention to Phil and the woman. Instead, he's thinking about when he is able to pick up the horse he has won.

When the narration returns to Phil and the woman's conversation, Phil is trying to figure out what to label what she has done. She does not believe that there is a label for what ever it may be that she has done. As this is occurring, two men enter the café and go to the bar to initiate a conversation with the bartender. Through this conversation, we learn that the bartender's name is James. Meanwhile, the woman is talking to Phil about leaving and then returning to him. However, Phil does not want her to return to him, a sign that he still has not forgiven her. As they continue to talk, Phil appears to have changed his mind. This is a happy surprise for the woman, who is not sure if he is serious or not at first. With confirmation from Phil, the woman leaves the café, with the intent to return to him. After she leaves, Phil has the realization that he has changed, which he tells James (the bartender) this about himself. James responds to Phil by stating that Phil must have had a good summer.

The Sea Change
By Ernest Hemingway

Name: _____

Date: _____

Directions: Answer the following questions based upon your comprehension and understanding of the story. Please be sure to **answer in complete sentences**.

1. In the storym Phil and the woman are at a café discussing a disagreement. Based on your critical reading and inferences of the story, what are the two in disagreement about? Explain your answer.

2. Based upon your thoughts and understanding, what does Phil change at the end of the story? What about him has changed and how is this significant for the story?

3. What do you think the importance is for the story to have the bartender and two clients talking to each other? How does their conversation affect the story for you?

Eleventh through Twelfth Grade:

Mini-Unit

Lesson One

Common Core (Leaning) Standards

1. Planning and creating their project
 - a. CCSS.ELA-Literacy.RL.11-12.5
Analyze how an author's choices concerning how to structure specific parts of a text
2. Collaboration for the project
 - a. CCSS.ELA-Literacy.SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

Required Materials & Equipment

1. *Keys to Successful Inclusion* (<https://www.teachervision.com/special-education/resource/2972.html?page=1>)
2. *Keys to Successful Inclusion* in Spanish
3. Youtube video on inclusion in the classroom (<https://www.youtube.com/watch?v=5Fj4eIekHe0>)
4. Smart Board, Projector, White Board
5. Pens, Pencils, Highlighters, Paper

Key Vocabulary

1. Acceptance: The action or process of being received and to be admitted into a group.
2. Diversity: The act of understanding that each individual is unique and understanding differences in individuals such as race, ethnicity, sexual orientation, age, physical or mental capabilities, beliefs, and other opinions.
3. Inclusion: People with varying capabilities cooperatively working and/or interacting with one another in society.
4. Society: A body of individuals living as members of a community.

Accommodations (General)

N/A

Lesson

0:00 – 5:00

See how the students are doing. Introduce to the class that they will be reviewing inclusion and diversity. Then, inform the students that for the next few classes, they will be working on a project to help promote inclusion in the school.

5:00 – 15:00

Before brainstorming and starting to work on the project, have the students read the article and then watch the video. Inform the students that they should read about and see what inclusion looks like prior to help brainstorm.

15:00 – 25:00

Create some ideas that the students, as a whole class, can promote inclusion in their school.

Have students volunteer their own ideas for what they could do. They may write their idea on the White Board for everyone to see. If the students are having trouble, provide some ideas you can think of. Or, you may use the suggestions at the end of the lesson.

25:00 – 35:00

Have the students vote on which one they would like to do the most as a class. Once this is done, discuss and write down what would need to be done to complete the project. This is so everyone knows what needs to be done and how the work could be divided up.

35:00 – 40:00

Based upon the tasks needed to be completed, have the students break into groups and use the remainder of class to get to know their partners and role for the project.

Suggestions for Inclusion Project

1. Create a video about the benefits of diversity and inclusion
2. Create a poster boards promoting an inclusive environment through the need of diversity being recognized in the classroom and society
3. Students could create/paint a mural based upon the diversity represented in their school and community and how this diversity comes together in their school
4. Students conduct research on stories and authors from diverse backgrounds in order to promote a diverse variety of literature in the ELA classroom
5. Students design and promote a more inclusive environment for students with disabilities by designing classrooms and ramps into the building that would fit equipment (i.e.: wheel chair accessible) so that everyone can enter and partake in the classroom

Keys to Successful Inclusion

Including Students with Disabilities in General Education Classrooms

From: [The ERIC Clearinghouse on Disabilities and Gifted Education](#)
ERIC EC Digest #E521 1993

The Individuals with Disabilities Education Act (IDEA) requires that a continuum of placement options be available to meet the needs of students with disabilities. The law also requires that: "to the maximum extent appropriate, children with disabilities ... are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be attained satisfactorily. IDEA Sec. 612 (5) (B)."

One of the educational options that is receiving increasing attention is meeting the needs of students with disabilities in the regular classroom. This digest is written for the practitioner who is working in the regular class environment with students who have disabilities. Years of research have contributed to our knowledge of how to successfully include students with disabilities in general education classes. Listed below are the activities and support systems commonly found where successful inclusion has occurred.

Attitudes and Beliefs

- The regular teacher believes that the student can succeed.
- School personnel are committed to accepting responsibility for the learning outcomes of students with disabilities.
- School personnel and the students in the class have been prepared to receive a student with disabilities.
- Parents are informed and support program goals.
- Special education staff are committed to collaborative practice in general education classrooms.

Services and Physical Accommodations

- Services needed by the student are available (e.g., health, physical, occupational, or speech therapy).
- Accommodations to the physical plant and equipment are adequate to meet the student's needs (e.g., toys, building and playground facilities, learning materials, assistive devices).

School Support

- The principal understands the needs of students with disabilities.
- Adequate numbers of personnel, including aides and support personnel, are available.
- Adequate staff development and technical assistance, based on the needs of the school personnel, are being provided (e.g., information on disabilities, instructional methods, awareness and acceptance activities for students, and team-building skills).
- Appropriate policies and procedures for monitoring individual student progress, including grading and testing, are in place.

Collaboration

- Special educators are part of the instructional or planning team.
- Teaming approaches are used for problem-solving and program implementation.

- Regular teachers, special education teachers, and other specialists collaborate (e.g., co-teaching, team teaching, teacher assistance teams).

Instructional Methods

- Teachers have the knowledge and skills needed to select and adapt curricula and instructional methods according to individual student needs.
- A variety of instructional arrangements are available (e.g., team teaching, cross-grade grouping, peer tutoring, teacher assistance teams).
- Teachers foster a cooperative learning environment and promote socialization.

Making It Work: A Sample Scenario

- Classrooms that successfully include students with disabilities are designed to welcome diversity and to address the individual needs of all students, whether they have disabilities or not. The composite scenario below is based on reports from several teachers. It provides a brief description of how regular and special education teachers work together to address the individual needs of all of their students.
- Jane Smith teaches third grade at Lincoln Elementary School. Three days a week, she co-teaches the class with Lynn Vogel, a special education teacher. Their 25 students include 4 who have special needs due to disabilities and 2 others who currently need special help in specific curriculum areas. Each of the students with a disability has an IEP that was developed by a team that included both teachers. The teachers, paraprofessionals, and the school principal believe that these students have a great deal to contribute to the class and that they will achieve their best in the environment of a general education classroom.
- All of the school personnel have attended inservice training designed to develop collaborative skills for teaming and problem-solving. Mrs. Smith and the two paraprofessionals who work in the classroom also received special training on disabilities and on how to create an inclusive classroom environment. The school principal, Ben Parks, had worked in special education many years ago and has received training on the impact of new special education developments and instructional arrangements on school administration. Each year, Mr. Parks works with the building staff to identify areas in which new training is needed. For specific questions that may arise, technical assistance is available through a regional special education cooperative. Mrs. Smith and Miss Vogel share responsibility for teaching and for supervising their two paraprofessionals. In addition to the time they spend together in the classroom, they spend 1 to 4 hours per week planning instruction, plus additional planning time with other teachers and support personnel who work with their students.
- The teachers use their joint planning time to problem-solve and discuss the use of special instructional techniques for all students who need special assistance. Monitoring and adapting instruction for individual students is an ongoing activity. The teachers use curriculum-based measurement to systematically assess their students' learning progress. They adapt curricula so that lessons begin at the edge of the student's knowledge, adding new material at the student's pace, and presenting it in a style consistent with the student's learning style. For some students, preorganizers or chapter previews are used to bring out the most important points of the material to be learned; for other students, new vocabulary words may need to be highlighted or reduced reading levels may be required. Some students may use special activity worksheets, while others may learn best by using media or computer-assisted instruction.

- In the classroom, the teachers group students differently for different activities. Sometimes, the teachers and paraprofessionals divide the class, each teaching a small group or tutoring individuals. They use cooperative learning projects to help the students learn to work together and develop social relationships. Peer tutors provide extra help to students who need it. Students without disabilities are more than willing to help their friends who have disabilities, and vice versa.
- While the regular classroom may not be the best learning environment for every child with a disability, it is highly desirable for all who can benefit. It provides contact with age peers and prepares all students for the diversity of the world beyond the classroom.

Resources

- Adamson, D.R., Matthews, P., & Schuller, J. (1990). Five ways to bridge the resource room to regular classroom gap. *TEACHING Exceptional Children*, 22 (2), 74-77.
- Cook, L. & Friend, M. (1992). *Interactions: Collaboration Skills for School Professionals*. White Plains, NY: Longman Publishing.
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- National Education Association. (May, 1992). *The integration of students with special needs into regular classrooms: Policies and practices that work*. Washington, DC: National Education Association.
- York, J., Doyle, M.B., & Kronberg, R. (December, 1992). A curriculum

Claves para la Inclusión Exitosa

Incluyendo Estudiantes con Discapacidades en Educación General Aulas

De: La Cámara de compensación en Discapacidad y Educación para Dotados
ERIC CE Digesto # E521 1993

La Ley de Educación con Discapacidades (IDEA) requiere que una serie continua de opciones de colocación estará disponible para satisfacer las necesidades de los estudiantes con discapacidad.

La ley también requiere que:

"en la medida posible, los niños con discapacidad ... son educados con niños que no son discapacitados, y que las clases especiales, escuelas separadas u otra remoción de niños con discapacidades del ambiente normal se produce sólo cuando la naturaleza o la gravedad de la la discapacidad es tal que la educación en clases regulares con el uso de ayudas y servicios suplementarios no se puede lograr de manera satisfactoria. IDEA Sec. "612 (5) (B).

Una de las opciones educativas que está recibiendo cada vez más atención está satisfaciendo las necesidades de los estudiantes con discapacidad en el aula regular. Este resumen está escrito para el profesional que trabaja en el entorno de clase regular con los estudiantes que tienen discapacidades. Años de investigación han contribuido a nuestro conocimiento de cómo incluir con éxito a los estudiantes con discapacidades en clases de educación general. A continuación se enumeran las actividades y sistemas de apoyo que se encuentran comúnmente en donde ha tenido lugar la inclusión exitosa.

Actitudes y creencias

- El maestro regular cree que el estudiante puede tener éxito.
- El personal escolar se comprometen a aceptar la responsabilidad por los resultados de aprendizaje de los estudiantes con discapacidad.
- El personal escolar y los estudiantes de la clase se han preparado para recibir a un estudiante con discapacidades.
- Los padres son informados y metas de los programas de apoyo.
- El personal de educación especial están comprometidos con la práctica de colaboración en las aulas de educación general.

Servicios y Alojamiento Físicas

- Servicio solicitado por el estudiante están disponibles (por ejemplo,, ocupacional o fisioterapia discurso de la salud).
- Alojamiento de la planta física y equipos son adecuados para satisfacer las necesidades del estudiante (por ejemplo, juguetes, edificios e instalaciones de recreo, materiales de aprendizaje, dispositivos de asistencia).

Apoyo Escolar

- El director entiende las necesidades de los estudiantes con discapacidades.
- un número adecuado de personal, incluidos los ayudantes y personal de apoyo, están disponibles.
- desarrollo de personal adecuado y asistencia técnica, en base a las necesidades del personal de la escuela, se están proporcionado (por ejemplo, información sobre discapacidad, métodos de enseñanza, la conciencia y las actividades de aceptación para los estudiantes, y las habilidades de trabajo en equipo).

- Políticas y procedimientos para supervisar el progreso individual del estudiante, incluyendo la clasificación y las pruebas apropiadas, están en su lugar.

Colaboración

- Los educadores especiales son parte del equipo de instrucción o de planificación.
- enfoques Teaming se utilizan para la resolución de problemas y la implementación del programa.
- maestros regulares, los maestros de educación especial y otros especialistas colaboran (por ejemplo, co-enseñanza, la enseñanza en equipo, equipos de asistencia del maestro).

Métodos de Instrucción

- Los maestros tienen el conocimiento y las habilidades necesarias para seleccionar y adaptar los planes de estudio y métodos de enseñanza de acuerdo a las necesidades individuales de los estudiantes.
- Una variedad de arreglos de instrucción están disponibles (por ejemplo, la enseñanza en equipo, la agrupación cruzada grado, tutoría entre iguales, los equipos de ayuda del maestro).
- Los maestros promueven un ambiente de aprendizaje cooperativo y promover la socialización.

Hacer que funcione: Un Escenario de ejemplo

- Aulas que incluyen con éxito los estudiantes con discapacidades están diseñados para dar la bienvenida a la diversidad y para hacer frente a las necesidades individuales de todos los estudiantes, independientemente de que tengan o no discapacidad. El escenario compuesto continuación se basa en los informes de varios profesores. Proporciona una breve descripción de cómo los maestros de educación regular y especial trabajan juntos para hacer frente a las necesidades individuales de todos sus estudiantes.
- Jane Smith enseña tercer grado en la Escuela Primaria Lincoln. Tres días a la semana, ella co-enseña la clase con Lynn Vogel, un maestro de educación especial. Sus 25 alumnos incluyen 4 que tienen necesidades especiales debido a discapacidades y otros 2 que actualmente necesitan ayuda especial en las áreas curriculares específicas. Cada uno de los estudiantes con una discapacidad tiene un IEP que fue desarrollado por un equipo que incluyó tanto a los profesores. Los maestros, auxiliares docentes, y el director de la escuela creen que estos estudiantes tienen mucho que aportar a la clase y que lograrán su mejor esfuerzo en el medio ambiente de un salón de clases de educación general.
- Todo el personal de la escuela han asistido a la capacitación en servicio diseñado para desarrollar habilidades de colaboración para la formación de equipos y la resolución de problemas. Mrs. Smith y los dos ayudantes que trabajan en el aula también recibieron capacitación especial sobre la discapacidad y sobre la forma de crear un ambiente en el aula inclusiva. El director de la escuela, Ben Parques, había trabajado en la educación especial hace muchos años y ha recibido capacitación sobre el impacto de los nuevos desarrollos de educación especial y los arreglos de instrucción en la administración escolar. Cada año, el Sr. Parques trabaja con el personal del edificio para identificar áreas en las que hace falta un nuevo entrenamiento. Si tiene preguntas específicas que puedan surgir, la asistencia técnica está disponible a través de una cooperativa regional de educación especial. Mrs. Smith y la señorita Vogel comparten la responsabilidad de la enseñanza y de la supervisión de sus dos ayudantes. Además del tiempo que pasan juntos en el aula, que pasan de 1 a 4 horas por la instrucción de planificación semana, más el tiempo de planificación adicional con otros profesores y personal de apoyo que trabajan con sus alumnos.
- Los maestros utilizan su tiempo de planificación conjunta para resolver problemas y discutir el uso de técnicas especiales de instrucción para todos los estudiantes que necesitan ayuda especial.

El seguimiento y la adaptación de la enseñanza para los estudiantes individuales es una actividad continua. Los profesores utilizan medición basada en el plan de estudios para evaluar sistemáticamente el progreso de aprendizaje de sus alumnos. Se adaptan los planes de estudio para que las lecciones comienzan en el borde de los conocimientos del alumno, añadiendo nuevo material al ritmo del estudiante, y presentarlo en un estilo coherente con el estilo de aprendizaje del estudiante. Para algunos estudiantes, preorganizadores o capítulo vistas previas se utilizan para llevar a cabo los puntos más importantes del material que hay que aprender; para otros estudiantes, pueden necesitar ser resaltada o pueden ser necesarios niveles de lectura reducidos nuevas palabras de vocabulario. Algunos estudiantes pueden usar hojas de actividades especiales, mientras que otros pueden aprender mejor mediante el uso de medios de comunicación o la enseñanza asistida por ordenador.

- En el aula, los grupos de profesores a los estudiantes de manera diferente para diferentes actividades. A veces, los maestros y asistentes dividen la clase, cada enseñanza de un grupo pequeño o tutoría de las personas. Utilizan los proyectos de aprendizaje cooperativo para ayudar a los estudiantes a aprender a trabajar juntos y desarrollar relaciones sociales. Tutores proporcionan ayuda adicional a los estudiantes que lo necesitan. Los estudiantes sin discapacidades están más que dispuestos a ayudar a sus amigos que tienen discapacidades, y viceversa.

- Mientras la clase regular puede no ser el mejor ambiente de aprendizaje para cada niño con una discapacidad, es muy conveniente para todos los que se pueden beneficiar. Proporciona el contacto con compañeros de su edad y prepara a todos los estudiantes para la diversidad del mundo más allá del aula.

Recursos

- Adamson, D.R., Matthews, P., & Schuller, J. (1990). Five ways to bridge the resource room to regular classroom gap. *TEACHING Exceptional Children*, 22 (2), 74-77.
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- McLaughlin, M., & Warren, S.H. (1992). Issues and options in restructuring schools and special education programs. Available from The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. (ERIC Number ED 350774).
- National Education Association. (May, 1992). *The integration of students with special needs into regular classrooms: Policies and practices that work*. Washington, DC: National Education Association.
- York, J., Doyle, M.B., & Kronberg, R. (December, 1992). A curriculum

Lesson Two

Common Core (Leaning) Standards

1. Collaboration for the project
 - a. CCSS.ELA-Literacy.SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners
 - b. CCSS.ELA-Literacy.SL.11-12.1.d
Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Required Materials & Equipment

1. Pens, Pencils, Highlighters, Paper
2. Smart Board, White Board, or Projector
3. Any supplies that students may need to complete their chosen project

Key Vocabulary

N/A

Accommodations (General)

N/A

Lesson

0:00 – 5:00

Greet the students and see how they are doing. Ask the students to get into their groups and inform them that they will have today and the next two classes to complete their project and will be presenting their project to others in the school.

5:00 – 10:00

Have the students take 5 minutes to plan and write down the tasks they'll have to complete in order to finish their portion of the project.

10:00 – 15:00

Calling on one group at a time, write down what they've determined they need to get to get done. Make sure nothing's missing in order for the project to come together and be cohesive.

15:00 – 35:00

Give students 20 minutes to work in their groups on their part of the project. Circulate around the classroom and check on each of the groups. Provide help as needed.

35:00 – 40:00

Use the last 5 minutes to regroup all of the students together to check on their progress and see how the students are doing and feeling about their project thus far. Remind the students that they have the next two class periods to complete their project and prior to showing others what they have created to promote inclusion in their school.

Lesson Three & Four

Common Core (Leaning) Standards

1. Collaboration for the project
 - a. CCSS.ELA-Literacy.SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners
 - b. CCSS.ELA-Literacy.SL.11-12.1.d
Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Required Materials & Equipment

1. Pens, Pencils, Highlighters, Paper
2. Smart Board, White Board, or Projector
3. Any supplies that students may need to complete their chosen project

Key Vocabulary

N/A

Accommodations (General)

N/A

Lesson

0:00 – 5:00

Greet the students and see how they are doing.

Have the students get into their groups and begin working on their projects.

5:00 – 35:00

Make sure that the students are on-task and completing their work for their portion of the project.

Circulate to help students and, if possible, have students put parts of the project together.

By doing this, they can see how their project is coming together and if any adjustments are needed.

35:00 – 40:00

Have students finish up any last things for the class period.

Check on their progress (fourth day should be checking to see what minor things may be left to be completed).

Lesson Five

Common Core (Leaning) Standards

1. Collaboration for the project
 - a. CCSS.ELA-Literacy.SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners
 - b. CCSS.ELA-Literacy.SL.11-12.1.d
Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Required Materials & Equipment

1. Pens, Pencils, Highlighters, Paper
2. Smart Board, White Board, or Projector
3. Any supplies that students may need to complete their chosen project

Key Vocabulary

N/A

Accommodations

N/A

Lesson

0:00 – 5:00

Greet the students and congratulate them on their hard work.

Inform the students that their projects are due today.

5:00 – 20:00

Give the students 15 minutes to complete any last requirements in order to finish their project.

20:00 – 35:00

Have the students share and present their project to other students (i.e.: in another classroom), other teachers in the school, and/or the vice principle or principle. Their presentation should be promoting inclusion for not only the ELA classroom but for all classrooms and their school.

35:00 – 40:00

If not in the classroom already, return to the classroom with your students.

Again, congratulate the students on their hard work and their presentation. See if you are able to post their project and work for inclusion in the halls and other classrooms for other teachers and students to see.

Chapter IV: Conclusion and Recommendations

Conclusion

As society continues to become increasingly diverse, this diversity can be found in the ELA classroom as well. Due to this, it is pertinent that ELA teachers spend time in their classroom creating accommodations to meet the needs of their diverse students while teaching students about inclusion. By providing the accommodations for their students, this enables all students to have an equal opportunity to learn and become engaged each day in the classroom. As students learn about inclusion from the ELA teacher, they will also be able to learn from one another in order to expand their thoughts and ideas about the diverse literature that they will read. Also, students will be able to gain diverse perspectives for how to read and think about literature, which will show students the benefits of diversity and inclusion by providing them an enhanced learning experience.

It is significant for ELA teachers to examine and address the problem pertaining to inclusion in their classroom. For ELA teachers, their classrooms are increasing in diversity, which results in a needed change for what and how the curriculum for ELA is taught. By making changes to the curriculum, ELA teachers can create a more inclusive environment for students by incorporating various types of literature for students to read. Our students' experiences and encounters not only occur in the classroom, but also in the society that they live in. Therefore, students' education in the ELA classroom should incorporate and reflect their society's diversity in order to help student learn about diversity and inclusion.

Additionally, ELA teachers should be encouraging their students to use their voice in the classroom. When the students join in a discussion, or voice their opinion on a subject that is

being learned in the ELA classroom, it is allowing the classroom to become more inclusive for learning and the students because the students have diverse perspectives on the things that they learn and how they comprehend information (Toldson). Therefore, ELA teachers need to make changes and adjustments to their curriculum so that these diverse students have the opportunities to share their thoughts, their comprehension, and potentially their own insights on the subject. Also, by expanding the literature to encompass the diversity of the classroom enables the students to have a place where they can learn about diversity and inclusion, and even learning more about their own peers through discussions. Students can learn from their peers, just as people can learn from their coworkers in the workforce.

For inclusion and diversity, the current research shows how society has changed over time to become a more inclusive environment in society as well as in education. As the diversity has increased in society, members of our society have worked towards gaining inclusion through civil rights movements (Toldson; Blackburn & Buckley). The *Brown v. Board of Education* was a major event that occurred to begin inclusion and to gain equal rights in our society (Toldson). With this event, and many others that occurred throughout time for equal opportunities for people with disabilities, people in the LGBTQ community, people learning to speak English, and people of color resulted in the need for change with ELA teachers and their classroom. As the ELA classroom continues to become diverse, teachers have the opportunity to attend meetings and sessions to help them be able to rethink and recreate their curriculum and classroom (C. de Oliveria & Shoffner).

For ELA teachers to take the initiative in order to gain an education on how to make the appropriate adjustments to their classroom for their diverse students, they are also able to create a more inclusion environment in their classroom. By creating a more inclusive environment, the

students' experiences and their voices can be utilized to help teachers with these changes in the classroom. For example, ESL students can be incorporated into the classroom and the lessons to help enhance their peers' comprehension of literature by providing a different perspective and comprehension of the information (DelliCarpini). Not only may ESL students provide a different perspective on literature, but students who are a part of the LGBTQ community and students who are African American can also provide different perspectives and understanding of information based upon their experiences and cultural background.

While students' voices do help with developing and enhancing the class' inclusive learning environment, the accommodations that the ELA teacher creates for students will also help create this inclusive environment. For each mini-unit, grades sixth through tenth have general accommodations provided as a starting point to help with starting to create an inclusive environment. As stated previously, the accommodations help students have an equal opportunity in order to learn and become engaged in the lesson, which is pertinent for inclusion. Without accommodations, students may not have their needs for learning met, which could result in a student's learning experience being hindered. If a student struggles with reading, then an accommodation should be created to help that student, so that they may enhance their reading skills and be engaged in discourse with their peers for what they understood.

However, the mini-unit designed for the eleventh and twelfth graders (pages 88-99) has only a couple of accommodations for the teacher to provide for the students. This is due to focus being on the students showing what they have learned and their ability to create an inclusive environment on their own through their cooperation and completion of a project as a class. As our adolescent students' progress through the grade levels for ELA, they will be expanding their comprehension on inclusion and diversity. Therefore, students that are preparing to enter college

or the workforce are provided the opportunity to practice what they have learned about inclusion and diversity. This also enables the teacher to become a moderator for the classroom and to ensure that the classroom's environment remains inclusion for all students. For the ELA teacher, the students are allowed to have more a voice and active role in the classroom as they continue to learn about inclusion.

Recommendations for New Research

While there has been research conducted pertaining to inclusion, there is some research that appears to be limited. When examining the creation of a more inclusive environment in the ELA classroom, educating students about inclusion and diversity should become more pertinent in their education and learning experience. One subject that could use more research and investigation is how examining and including religion into the ELA classroom could help create an inclusive environment. Typically, ELA teachers may not focus on religion as a part of their curriculum, but like LGBTQ, this is a topic worth examining and discussing with students. Based upon recent events in our society with the war, having students learn about religion and how it creates diversity in our society as well can help students understand various types of religion. Through this understanding, students may have more information to make more informed decisions about people who believe and practice a religion different than their own. Additionally, students with more information and comprehension on the subject of religion may become more accepting and appreciate people who have different beliefs and thoughts in society.

Along with looking into religion with inclusion, there should also be more of an examination for LGBTQ students and how incorporating literature focusing on this group of people can help with inclusion. Students who are a part of the LGBTQ community may benefit from being able to critically read and think about literature that focuses on characters that are not

heterosexual. This is due to these students being exposed to literature that reflects their situation, giving them an opportunity to explore more in-depth their own sexuality and feelings. With their peers who are heterosexual, reading this type of literature may help them become more understanding and accepting of those not heterosexual.

As students learn about inclusion and read literature pertaining to this subject and diversity, an examination and research should be done for how education students on inclusion affects inclusion in society. The research conducted may be able to show the benefits of how studying and practicing inclusion in the ELA classroom on the promotion of inclusion in society. While the students are learning more about diversity and inclusion, it may encourage students to try and continue to create movements to continue the progression of inclusion so that there are more equal rights and opportunities. However, this research could also look at the correlation of how learning about inclusion affects students' lives and their behavior in society after graduating high school. If students have more knowledge about inclusion and diversity, then they may be more inclined in society to treat people with more respect and appreciate their differences.

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